SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, June 2, 2021, 7:00 pm

Zoom Meeting

			Pages
1.	Call to Order		
2.	Approval of the Agenda	2 mins	
3.	Delegations	10 mins	
4.	Review of Special Education Advisory Committee Report		
4.1.	SEAC Report, 5 May 2021	2 mins	1
4.2.	Forward Agenda	10 mins	13
5.	Matters for Action		
5.1.	Report 21-154, Special Education Plan 2020-2021 and Special Education Report 2021 (P. Symmonds)	10 mins	17
6.	Presentations		
6.1.	Destreaming the Grade 9 Math Curriculum (N. Towaij)	45 mins	
7.	Department Update		
7.1.	Superintendent's Report	20 mins	
	a. Update on Special Education and the Ottawa-Carleton Virtual Campus		
	b. Summer Special Education and Mental Health Supports		
8.	Committee Reports	10 mins	
8.1.	Board		
8.2.	Committee of the Whole		
8.3.	Committee of the Whole, Budget		
8.4.	Advisory Committee on Equity		

8.5. Indigenous Education Advisory Council

8.6. Parent Involvement Committee

8.7. Advisory Committee on Extended Day and Child Care Programs

9. New Business 10 mins

9.1. Update on the Police Involvement in Schools Consultations

10. Adjournment 2 mins

SPECIAL EDUCATION ADVISORY COMMITTEE REPORT

Wednesday, May 5, 2021, 7:00 pm
Zoom Meeting

Members:	Christine Boothby (Trustee), Rob Campbell (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Community Representative), Susan Cowin (Community Representative), Amy Wellings (Community Representative), Cathy Miedema (Association for Bright Children), Mark Wylie (Down Syndrome Association), Lisa Paterick (VIEWS for the Visually Impaired), Ian Morris (Ontario Associations for Families of Children with Communication Disorders), Dr. Maggie Mamen (Learning Disabilities Association of Ottawa-Carleton)
Association Representatives (Non Voting):	Jennifer Titley (Ottawa-Carleton Elementary Teachers' Federation), Connie Allen (Professional Student Services Personnel, Alternate), Jean Trant (Ontario Secondary School Teachers' Federation, School Support Personnel), Catherine Houlden (Ontario Secondary School Teachers' Federation, Teachers), Andrew Winchester (Ontario Secondary School Teachers' Federation, Alternate), Nancy Dlouhy (Ottawa-Carleton Elementary Operations Committee)
Staff and Guests:	Lynn Scott (Trustee), Peter Symmonds (Superintendent of Learning Support Services), Mary Jane Farrish (Superintendent of Instruction, Dr. Petra Duschner (Manager of Mental Health and Critical Services), Christine Kessler (System Principal, Learning Support Services), Amy Hannah (System Principal, Learning Support Services), Stacey Kay (Manager, Learning Support Services), Nicole Guthrie (Manager, Board Services), Steve Spidell (Principal of Colonel By Secondary School), Leigh Fenton (Board/Committee Coordinator), Miriam Abdalla (Delegate)

1. Call to Order

Chair Nadon-Campbell called the meeting to order at 7:04 p.m. She acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin people for hosting the meeting on their land. Chair Nadon-Campbell highlighted that 5 May is Red Dress Day: National Day of Awareness of Missing and Murdered Indigenous Women, Girls and Two-Spirit People.

2. Approval of the Agenda

Moved by Mark Wylie,

THAT the agenda be approved.

Carried

3. Delegations

3.1 Miriam Abdalla re Students with Disabilities and the Octomester System

Ms. Abdalla, enrolled in the International Baccalaureate (IB) Diploma Program, expressed concern for the octomester system and noted that compressed learning periods discriminate against students with Attention Deficit Hyperactivity Disorder (ADHD). She disclosed that those who struggle with ADHD have much more difficulty staying organized and focused. The octomester system leads to hours of daily homework for those students who have ADHD and the workload leaves little time for mental recovery.

Dr. Mamen reinforced the issues brought forth by Ms. Abdalla, for not only students with ADHD, but for any student with learning challenges. Condensing a course into a short period of time does not allow for the processing of information. She endorsed the concept of the octomester system as inappropriate for students accessing special needs support.

Ms. Miedema queried a description of the direction taken from other school boards to meet the IB requirements and avoid the octomester system. Ms. Abdalla responded that she had been in discussion with some of her friends, also in the IB program, who attend White Oaks Secondary School in Oakville. The school operates under a different system which was viewed as a variation on quadmesters.

4. Review of Special Education Advisory Committee Report

4.1 SEAC Report, 07 April 2021

Moved by Cathy Miedema,

THAT the Special Education Advisory Committee Report dated 7 April 2021 report be received.

Carried

4.2 Forward Agenda

The SEAC forward agenda was provided for information.

5. Presentations

5.1 Safe Schools Policy and Code of Conduct Policy Phase II Consultation (M.J. Farrish)

The draft versions of P.125.SCO Code of Conduct Policy, P.032.SCO Safe Schools Policy (Managing Student Behaviour) and P.145.SCO Safe Schools Policy (Emergency Preparedness and Response) were presented to ACE for independent review on 21 April 2021.

Superintendent Farrish presented a powerpoint presentation reviewing the safe schools and code of conduct policy consultations. During Phase I of the consultation process, several types of focus groups were formed: students, student senate, parents and guardians, multicultural liaison officers, school administrators and federation partners. Shared themes, which appeared often, were mental health and well-being of students and staff, greater need to monitor bullying in schools, addressing racial slurs, homophobia and sexism, dress code, defining the role of police in schools.

Superintendent Farrish noted that in discussions with school administrators, a focus was placed upon mitigating factors, bias awareness and restorative practices as part of the response when using the continuum of progressive discipline. She advised that school administrators expressed concern about the response to incidents termed as "dysregulation stress behaviours". These situations become recorded as violent incidents as determined by the *Workplace Harassment and Violence Prevention Act.* In actuality, the students are unable to meet the expectations within the conditions in the school environment. Staff was motivated to determine how the new policies may account for these discrepancies to better support students. Specifically, staff was interested in understanding the components of the different plans to support students and the processes used such as a threat risk assessment.

Major revisions to the policies were shared. These revisions were made through discussion with the District Human Rights and Equity Advisor to provide an equity lens for inclusion, along with the integration of these policies with the Human Rights Policy currently being written. Over 40 policies and procedures relating to safe schools were merged to create the draft policies under review. These policies were written to recognize and promote positive behaviours. The withdrawal of transportation privileges has been incorporated in the new policies. The Exclusions and Modified Day Policy is currently under development, featuring a non-disciplinary approach in response to safety concerns.

Superintendent Farrish mentioned that as the consultation was in Phase 2 of the process, the preferred way of receiving input on the policies is engagement through the designated consultation email address. Trustee Ellis commented that he felt there was not sufficient time on the agenda for a fulsome discussion.

Dr. Mamen shared that three years ago she was asked to present to the Ontario Teachers' Federation (OTF) to address violence and aggression in schools. At that time, the largest increase in violent behaviours was between junior kindergarten and senior kindergarten. She has often heard from parents in her caseload who had been asked to collect their child from the principal's office in an informal suspension scenario. She queried whether there had been any study on safe school behaviours for children in kindergarten. She inquired about the specific approaches that will be needed for kindergarten children who do not fall under the same considerations that are being used in the policy to address behaviours in the secondary school grades. Superintendent Farrish confirmed that a punitive response for the primary grade levels is not consistent with the safe schools policy or the safe schools approach to support students in all grades. The goals are to build relationships and support the development of all students, by assessing individual circumstances and school community expectations, to enable students to express themselves in prosocial ways. She added that school administrators do not have the ability to suspend students in kindergarten up to grade three. She highlighted that in order to change practice, collective responsibilities and commitments must be undertaken within the schools and through professional development. Superintendent Symmonds stated that at all stages of student growth, the District is making headway to take proactive approaches to capitalize on the expertise of multi-disciplinary teams and building capacity at the school level. Learning Support Services (LSS) practises a relationship-based approach to supporting student achievement and well-being. For the 2021-2022 school year, LSS will focus on a broader implementation of the principles described in the book, "The Third Path". In the book, co-author Dr. David Tranter lists eight hierarchical conditions that support student well-being and academic achievement: Safety, Regulation, Belonging, Positivity, Engagement, Identity, Mastery and Meaning. Ongoing collaboration with Dr. Tranter is planned as LSS begins to implementing some of the recommendations contained in the book.

Dr. Mamen suggested that the District remain aware that for safety concerns, the policies and the threshold of expectation cannot be regarded as "one size fits all". She expressed the view that it was important to work with children when they first begin school to imbue a sense of respect and a sense of their own boundaries. Superintendent Symmonds agreed that a focus is required on supporting the development of skills sets within the youngest learners, beginning with ensuring programming is at the appropriate level to reach developmental milestones.

Ms. Allen expressed interest in the development of the Exemptions and Modified Day Policy and supported the concept of graduated entries to

school where children have the opportunity to have a successful hour at school and then build on to the hour gradually. She noted that in her caseload, there are children whose development levels place them at a one year old level; however, they have the right to be at school full-time. Superintendent Farrish replied that though the timeline for this new policy has not been established, it will be a separate policy, outside of a policy that pertains to managing student behaviour, and will create a program that is consistent with developmental stages and milestone goals for the students.

Superintendent Farrish affirmed that although the consultation process will come to a close at the end of the school year for these specific policies, she expressed interest in maintaining the connection with SEAC and Safe Schools to discuss practices within schools.

6. Discussion - Breakout Room

6.1 Accommodations for Specialized Program Classes

Superintendent Symmonds and Manger Kay presented a slideshow on secondary specialized program classes (SPCs). The key messages were that under the geographic model, between the school years 2013-2014 and 2020-2021, 19 additional secondary specialized program classes were added. Using the current model, an additional 10 classes will be required for secondary Autism Spectrum Disorder (ASD) students by the 2023-2024 school year. This presents the Districts with some complexities as they consider pupil accommodation planning and the equitable distribution of special education supports across secondary schools.

SEAC members were divided into three groups with each group considering the following questions:

- What are the challenges?
- What should we be thinking about?
- What are the next steps we should be considering?

Facilitators reported on the break-out room discussions as follows:

- A school that has an ASD program is a better for school diversity;
- Space must be considered when introducing an ASD class or reducing the number of students in a classroom;
- Education assistants require more professional development to support students with special education needs on a daily basis;
- Consider created community living classrooms to prepare students for the expectations of assisted living or group homes;

- School administrators need to be purposeful when considering placements and transitions for each student;
- The District requires more SPCs at the elementary school level;
- The geographic model was designed to keep students close to their communities but the city boundaries have shifted and travel times have changed;
- The effects of tiered intervention has resulted in smaller cohorts moving forward;
- Increased communication with families will help inform classroom decisions based-on accurate information;
- Consider whether SPCs align with inclusion in schools. Inclusion is important but to have students with special education needs in the back of the classroom working independently of others may not be inclusive;
- Examine practices from other school boards with the least segregated environments;
- There are concerns for the needs of students who could be classified as having "moderate needs" in the classroom setting;
- For de-streaming in grade 9 math, increased special education supports will be required; and
- Talk to students and families in the SPCs to understand their experience.

Superintendent Symmonds requested that committee members contact him, or Manager Kay with further suggestions.

7. Discussion

7.1 2021-2022 Budget Update

Superintendent Symmonds reported that the Grants for Student Needs (GSN) and the Priorities and Partnership Funds (PPFs) were received by the District on 4 May 2021. Financial Services staff are reviewing the funding and evaluating the areas where the PPFs were transferred into GSN for the 2021-2022 school year, such as the funding for After School Skills Development.

Superintendent Symmonds followed-up on the suggestions from the committee which emerged from the 3 March 2021 meeting breakout room discussion. He noted many items raised will be the focus of LSS discussions for next year. The exercise was designed to identify key

priority areas of focus to improve the way service is delivered for families accessing special needs support. His responses were as follows:

- The committee raised that more resources are required and capacity building is necessary to evaluate the effectiveness of Individual Education Plans (IEPs). Superintendent Symmonds noted that LSS is working with Program and Learning (PAL) around Universal Design for Learning (UDL) and Differentiated Instruction (DI) on capacity building in this way;

- The committee asked for further consideration for early assessment and identification for students who may be at risk for learning difficulties. Superintendent Symmonds shared that evidence-based reading intervention work will be done in parallel to the recommendation review emerging from the Ontario Human Rights Commission (OHRC) *Right to Read Inquiry.* These assessment considerations are also linked with LSS's exploration of the Universal Screening Tool. The purpose of the *Learning Support for Students with Special Education Needs* resource is to provide a comprehensive overview of quality programming to meet the needs of students with special education needs within both the regular and SPCs in K to 12 settings. The resource has been a work in progress for the last several months and will be instrumental as it relates to IEPs. In an online setting, the resource presents the opportunity to discuss the purpose and quality of an IEP;

- The committee requested additional provisions for professional development for teaching staff and to build in a schedule where teachers can be available to access training. Superintendent Symmonds responded that although the online learning opportunities have opened new ways to deliver professional learning, there often remains a challenge to find enough replacement teachers. At times when release time is provided, sometimes educators are not able to attend a professional learning session because they cannot be replaced at their school. LSS continues to try to invest in the professional development for all staff;

- The committee raised that differentiated staffing is required, based on classroom needs. Superintendent Symmonds reported that as the District continues to understand identity-based data, to understand that individuals are behind the data and to lead education through an equity lens, a heightened cross-collaboration between departments is occurring. He highlighted that Superintendent Duah is developing a Student Achievement Through Equity (SATE) support model which aligns support from several departments (e.g., PAL, LSS, Indigenous,Equity & Human Rights). The project will involve members of the multidisciplinary team taking a differentiated approach to

learning, as well as examining the specific learning needs of students in schools with low RAISE indexes;

- The committee suggested that when analyzing school resources and funding allocation, adding support to defray the impact of factors, such as poverty and racialization, on the ability for students with special education needs to engage in the curriculum, should be considered . Superintendent Symmonds described the de-streaming work, being undertaken across the District, to encourage students into the academic pathway for grade 9 math, which may impact their trajectory for graduation. He noted that more information will be delivered to SEAC about the streaming of students because pathways for children can be set at a very young age and it is important that the choice is an informed decision for families; and
- The committee specified the importance of investing in support for credit recovery. Superintendent Symmonds noted that LSS will be working with Continuing Education to provide increased special education supports to those in summer learning programs.

8. Department Update

8.1 Superintendent's Report

Superintendent Symmonds reported that special education programs are being conducted predominantly virtually with the provincial stay-at-home order. In an effort to cooperate with the community effort to combat COVID-19 and following the orders from the Ministry, the District is offering in-person learning to approximately 300 students with intensive and complex special education needs. He noted, in April 2021, Premier Doug Ford announced that education workers serving students with special education needs will be eligible for vaccines. The District submitted 1900 names of special education staff to Ottawa Public Health (OPH). The vaccination will be available to all education workers supporting students in-person, effective 6 May 2021. There has been no update on when all students can return to in-person learning.

Superintendent Symmonds reported that COVID-19 and other factors have delayed some elements of the Right to Read Inquiry. A final inquiry report, which will include detailed findings and recommendations for government and education stakeholders is now planned for release in fall 2021. Once released, the recommendations will be included on a SEAC meeting agenda.

Dr. Duschner shared that Mental Health Week is celebrated from 3 May to 9 May. Mental Health Week is a Canadian tradition, with communities, schools and workplaces rallying to celebrate, protect and promote mental health. She noted that the key messages around student mental health

include student learning about mental health, particularly around social emotional learning, and to encourage help seeking behaviour. LSS has taken a three-pronged approach to share information with staff, students and parents and caregivers. Resources were developed by School Mental Health Ontario. The tip sheets include topics such as promoting mental health, how to help students with their wellness, how to identify some of the signs and symptoms of eroded mental health, reminders of how to support students accessing care for their mental health, both within the community and in the school district. Exercises, activities and lesson plans were distributed to promote mental health learning and to explain strategies for stress management. A website called Jack.org, designed for young people by young people, has been a popular resource with the students. LSS has offered a series of live online sessions for parents to talk to District mental health professionals. A specific email address has been created for parents who are not able to join a session and prefer to send questions in writing.

Superintendent Symmonds announced that significant changes are occurring in the management team at LSS. System Principal Kessler and Dr. Duschner have decided to retire from the OCDSB at the end of the 2020-2021 school year. He stated that the contributions that they have made over several years have been incredible and both of them have helped him in his professional learning. He and Chair Nadon-Campbell wished them the best as they assumed their next opportunities.

Superintendent Symmonds communicated that Kate Stoudt will join LSS as a System Principal. System Principal Stoudt has expertise in children's mental health and managing transitions for students with significant needs.

a. Storefront Update

Christine Kessler stated that the Storefront School was established in November 1987 and was located in the St. Laurent Shopping Centre. The school moved in 1998 to the ING building beside the shopping centre, where it continues to operate. Morguard Investment Limited has been graciously supplying the facilities for the past 25 years. This two-year transition program focuses on increasing independence and employability skills for students with developmental disabilities. LSS recently expanded the age criteria for the 2020-2021 school year to include students aged 18, whereas the previous age of entry was 19. Part of the reason for admitting students at age 18 was that staff indicated that some students seemed to become increasingly disengaged at 18. Two students, aged 18, joined the program this school year.

Christine Kessler reported that the program provides supported work experience with one full time teacher and one full time educational assistant. Six students are graduating from the program and three students have obtained employment as of July 2021. At the present time 12 students attend the program. Six new students are entering the program in the 2021-2022 school year. LSS continues to work together with parents, staff and the community to consider the possibilities for the program. This year, half of the students attended the Storefront School in-person and the other half attended virtually; however, most of the components of the program were able to be offered virtually.

Jennifer Perry, Nancy Ford and Tanya Ashton were all named as staff that support the program and contribute to its success.

Trustee Ellis queried whether only students in the General Learning Program (GLP) program are eligible to apply for the Storefront School. Christine Kessler responded that with the assistance of Dr. Duschner, the language in the application form and the criteria for eligibility was rendered more inclusive of students, both in the GLP, as well as other students with developmental disabilities who may find themselves limited to participate in a supported workplace experience.

b. Summer Learning Programs Update

Superintendent Symmonds reported that currently, LSS is in the planning phases to provide the summer learning program for students with Autism Spectrum Disorder (ASD) and Developmental Disabilities (DD) profiles. The program will only be available in-person and therefore further provincial lockdown orders might affect the ability to offer this program.

Planning does continue regarding special education support for students in the Continuing Education summer programs to ensure students with special education needs have equitable access to their programs. LSS will continue to work on delivering mental health supports over the summer. Evidence-based reading intervention work is scheduled to be done over the summer with partners in PAL.

Superintendent Symmonds highlighted the concern of the pressure that the last 14 months has had on staff and that employees require a period of rest. Should staff be interested in assisting with summer programming, they will be asked to consider their own mental health as a priority before committing to the extra work.

9. Committee Reports

9.1 Board

There was no report from the Board.

9.2 Committee of the Whole

Ms. Wellings noted that at the Special Committee of the Whole meeting of 20 April 2021, that Policy P.146.HR Equitable Recruitment, Hiring and Promotion was recommended to the Board.

9.3 Advisory Committee on Equity

Ms. Cowin noted that in the Advisory Committee on Equity meeting of 29 April 2021, a member suggested that students with disabilities were not well represented in the Indigenous, Equity and Human Rights Roadmap. They hoped to see that changed in future revisions.

9.4 Indigenous Education Advisory Council

Ms. Campbell noted that in the Indigenous Education Advisory Council meeting of 22 April 2021, the council explored the possibility of land-based education for credit attainment. Ms. Campbell expressed the view that his type of programming would serve special education students well.

9.5 Advisory Committee on Extended Day and Child Care Programs

There was no report from the Advisory Committee on Extended Day and Child Care Programs.

10. New Business

Ms. Miedema inquired that as the province has announced that all school boards must provide a virtual option for the 2021-2022 school year, will there be any change to the District's previous announcement that students would only be able to access specialized program classes in-person? She asked for an update on the numbers of students in SPCs that have opted for virtual learning for next year. If a comparison could be made to enrolment numbers from the 2020-2021 school year, it would be useful knowledge. She requested an update on any additional supports or considerations being allocated towards students in a regular virtual class, who would normally be placed in a specialized program class. Superintendent Symmonds committed to providing an update for the 2 June 2021 meeting however he was not certain whether he would be able to access comparison enrolment numbers between the current school year and the school year to come.

11. Adjournment

The meeting adjourned at 9:53 p.m.

Sonia Nadon-Campbell, Chair,
Special Education Advisory
Committee

Special Education Advisory Committee (SEAC) Forward Agenda 2020-2021					
SEAC Forward Agenda 2020/21	**Champion high learning expectations for all students in all programs**	**Prioritize the dignity and well-being of students in inclusive and caring classrooms**	**Remove barriers to equity of access, opportunity, and outcomes**	**Advising the community on key initiatives**	**Special Education Plan Standards**
9 Sept	Summer Transition Programs	Outbreak Management	Transportation of Students	Update on the re-opening of schools	
7 Oct			The Roadmap Presentation	Re-opening Plans for Special Education Delivery	Transportation
4 Nov	Memo 20-137, Location of Specialized Classrooms	Report 20-090, Consultation Plan to Review Police Involvement in OCDSB Schools	Memo 20-139, Special Education Co		• Special Education Staff • IPRC Process and Appeals
9 Dec		Annual Report on Student Suspensions	Development of a Human Rights Policy (C. Tanner)	• Elections	• The Board's Special Education Advisory Committee • Equipment

SEAC Forward Agenda 2020/21	Champion high learning expectations for all students in all programs	Prioritize the dignity and well-being of students in inclusive and caring classrooms	Remove barriers to equity of access, opportunity, and outcomes	Advising the community on key initiatives	Special Education Plan Standards
6 Jan				• 2021-2022 Budget Update	• The OCDSB General Model for Special Education • Individual Education Plans (IEPs) • Staff Development
3 Feb		Equitable Recruitment and Hiring Policy (J. McCoy)	Human Rights Policy Consultation (C. Tanner)		• Early Identification Procedures / Intervention Strategies • Educational and Other Assessments
3 Mar			Report 21-014, Analysis of Disproportionality and Disparity in Grade 10 Credit Accumulation	• 2021-2022 Budget-SEAC's Priority Considerations • Learning Support for Students with Special Needs Online Tool	All Standards for 'Independent Review' due back by 1 March 2021. (Attached)

SEAC Forward Agenda 2020/21	Champion high learning expectations for all students in all programs	Prioritize the dignity and well-being of students in inclusive and caring classrooms	Remove barriers to equity of access, opportunity, and outcomes	Advising the community on key initiatives	Special Education Plan Standards
7 Apr		Planning for District Special Education Support	Update on the Committee of the Whole Motion of 16 April 2019 on Supporting Mental Health through an Equity Lens for Indigenous Students and Male Students of African Descent	• Academic Staffing Plan 2021-2022 • LSS Operational Review	
5 May	Special Education Plan 2020-2021	• Summer Learning Programs • Accommodations for Specialized Program Classes	Update on Storefront	• Code of Conduct and Safe Schools Policy Consultation	
2 June	Special Education Plan 2020-2021	Summer Mental Health Supports	De-streaming Grade 9 Math	Update on the Police Involvement in Schools Consultations	Special Education Plan 2020-2021



SPECIAL EDUCATION ADVISORY COMMITTEE **2 June 2021**
BOARD **21 June 2021**

Report No. 21-054

Special Education Plan 2020-2021 and Special Education Report 2021

Key Contact: Peter Symmonds, Superintendent, Learning Support Services, 613-596-8254
Amy Hannah, System Principal, Learning Support Services, 613-596-8211 ext. 8111

PURPOSE:

1. To obtain Board approval of the Special Education Plan 2020-2021 and the Special Education Report 2021.

CONTEXT:

2. School boards are required to prepare a special education plan annually. The plan must be approved by the Board and submitted to the Ministry of Education every year by July 31. The special education plan is a document which provides detailed information about how the school District carries out its legal responsibilities for the provision of special education programs and services. The special education plan is in many respects, a detailed expression of how the District will implement the Board's special education policy. Recognizing the size and complexity of the plan, there is a regular cycle to manage review of the different sections of the document. This year, after consultation with the Special Education Advisory Committee (SEAC), a modified review process for the plan was undertaken. Over the past three years, Learning Support Services (LSS) has completed comprehensive reviews of the plan. Therefore, it was recommended that for some of the sections of the plan an independent review by each SEAC member be undertaken, as the content in the selected sections remain status quo and are prescribed by the Ministry of Education. As it pertains to the sections of the plan that were to be reviewed independently, SEAC members were given a variety of opportunities (e.g., monthly meetings, email correspondence, etc.) to provide their feedback on these sections.

   In accordance with *Regulation 306*, school boards must submit a special education report on the delivery of special education programs and services to the Ministry of Education every two years on the odd year. The purpose of the report is to provide the Ministry of Education with a summary of the provision by

the school board of special education programs and special education services. Essentially, it is a summary of the sections required in the special education plan.

KEY CONSIDERATIONS:

3. Purpose and Requirements of the Special Education Plan

The purpose of the special education plan is twofold: to inform the public about the manner in which the school board is carrying out its special education responsibilities; and to report to the Ministry of Education. The Ministry policy document *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017* establishes precise requirements for special education plans for all school boards of the standards against which their special education plan will be measured. The standards reflect what the Ministry of Education considers to be necessary to meet the needs of exceptional students.

4. Revision Process of the Special Education Plan

As shared above, the revision process of the plan was organized differently this year. Both of the sections reviewed and consulted on at the SEAC meetings and those reviewed and consulted on independently by each member were considered. The following is a summary of the topics and dates of the items reviewed at the following SEAC meetings:

- 4 October 2020, Transportation;
- 4 November 2020, Special Education Staff and The Identification, Placement, and Review Committee (IPRC) Process and Appeals;
- 9 December 2020, Board's Special Education Advisory Committee (SEAC) and Equipment;
- 6 January 2021, Individual Education Plans (IEPs) The Board's Model for Special Education, and Staff Development;
- 3 February 2021, Early Identification Procedures and Intervention Strategies and Educational and Other Assessments; and
- 3 March 2021, any additional comments or feedback from the sections reviewed independently were discussed.

The remaining sections were reviewed independently by all members:

- Specialized Health Support Services in School Settings;
- Provincial and Demonstration Schools in Ontario;
- Accessibility of School Buildings;
- Roles and Responsibilities;
- Categories and Definitions of Exceptionalities;
- The Board's Consultation Process;
- Coordination of Services with Other Ministries or Agencies; and
- Special Education Placements provided by the OCDSB.

Considerable effort has been made reviewing the language of the special education plan and how to access specific information to best support students and families. A regular part of the annual review process includes a review of current data such as expenditures for equipment, professional development opportunities, the SEAC membership, students identified through the IPRC

process or having IEPs to ensure key information is up-to-date and reflects District practice.

Our current practice of reviewing the special education plan in sections with SEAC on a monthly basis works well in that it allows for discussion of the document in manageable pieces, allowing us to make progress over the course of the year. However, given that approval by the Board occurs at the end of the school year, only minor edits can be accommodated at this stage. The final approval stage will likely generate ideas and suggestions which will be carried forward into the review process which starts again in September. Staff is committed to continuous improvement and opportunities to increase the accessibility of the information for staff, parents/guardians and where appropriate, students.

5. Submission Process and Timelines

As required in the *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017*, the special education plan and the special education report must be approved by the school board and any amendments must be forwarded to the local district office of the Ministry of Education. Two copies of the complete plan and report must be submitted with the following documents:

- A letter from the director of the school board that confirms that the school board's special education plan is being submitted in compliance with the requirements of *Regulation 306* and with the standards outlined in the *Special Education in Ontario - Kindergarten to Grade 12 - Policy and Resource Guide 2017;*
- A copy of the Board's motion of approval of the plan and the report, including the date of approval; and
- A copy of any related motions or recommendations from the board's SEAC.

RESOURCE IMPLICATIONS:

6. The work undertaken on the special education plan and the special education report by LSS to review and update the plan and develop the report has been substantive over the course of this year. Staff estimates approximately 15 days of work have been invested in reviewing and rewriting the plan and the report. In addition, SEAC has allocated time on most agendas for this item.

COMMUNICATION/CONSULTATION ISSUES:

7. The key consultation on the plan has occurred through SEAC meetings. The dates and times of the meeting discussions are noted above. The value of discussions at SEAC is that it ensures the committee, and members of the community with a strong interest in special education issues, have the opportunity to discuss ideas and inform the way that services are delivered. These consultations and discussions have also informed the content of the special education report, as they are an extension of the special education plan.

The Special Education Plan 2020-2021 draft will be presented at the SEAC meeting on 2 June 2021 and a motion was passed to approve the Special Education Plan 2020-2021and Special Education Report 2021 at that meeting.

STRATEGIC LINKS:

8. The special education plan and the special education report outline several links to the District Strategic Plan with a focus on reducing barriers to learning and providing individualized, personalized support and resources to meet the needs of every learner. In addition, both the plan and report support the development of strategies, tools, and resources to foster strong relationships among students, staff, families, and schools.

RECOMMENDATION:

A. THAT the 2020-2021 Special Education Plan, attached as Appendix A to Report No. 21-054, be approved; and

B. THAT the 2021 Special Education Report, attached as Appendix B to Report No. 21-054, be approved.

Peter Symmonds, Superintendent,
Learning Support Services

Camille Williams-Taylor
Director of Education and Secretary of the Board

APPENDICES
Appendix A - 2020-2021 Special Education Plan
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Special Education Plan

2020–2021



DRAFT

OTTAWA-CARLETON DISTRICT SCHOOL BOARD

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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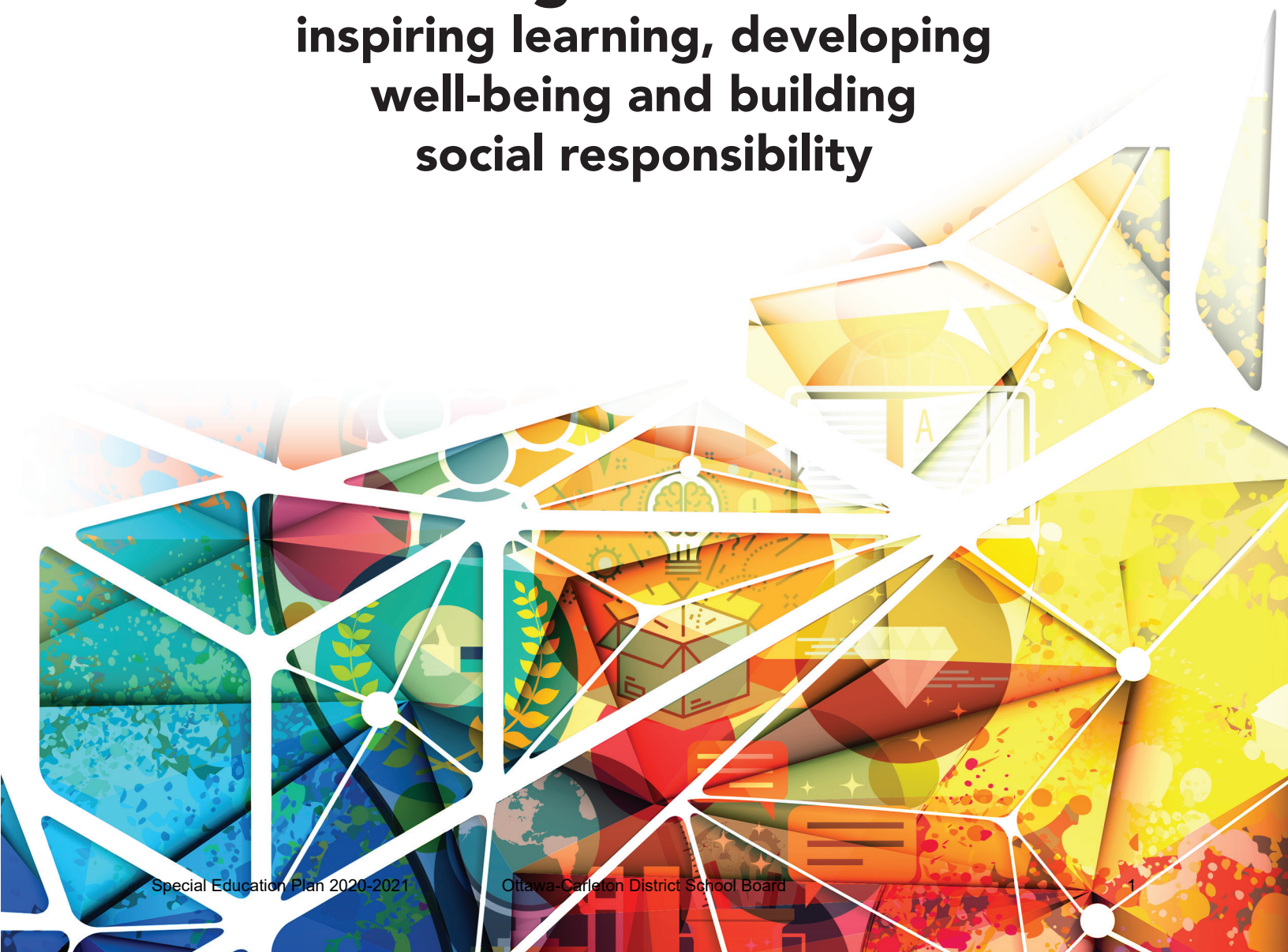
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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Culture of Innovation | Culture of Caring | Culture of Social Responsibility

Educating For Success — inspiring learning, developing well-being and building social responsibility



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Part 1- The Board's Consultation Process

Purpose of the Standard

To provide details of the board's consultation process to the Ministry and the public.

The Ottawa-Carleton District School Board reviews and updates the Special Education Plan on an annual basis. It is our belief that consultation with a variety of stakeholders is necessary to receive the required input to improve programs and services for students as well as to update the plan as required.

The OCDSB's Special Education Advisory Committee (SEAC) formally reviews the Special Education Plan annually, and also throughout the year as the need arises in accordance with *Regulation 464/97*. SEAC members are able to share information and input from their respective associations/agencies and provide feedback. This document continues to be a work in progress as we strive to continue to improve the functionality and usability of the plan. A review schedule of each component of the special education plan was developed for the year via SEAC monthly agendas and input from SEAC was received. All of the feedback provided was reviewed and included in the plan, when they were aligned with Ministry of Education requirements. Ongoing suggestions and feedback this year from SEAC consultations were to continue to include more parent / guardian friendly language and a clarity of language or descriptions as it relates to aspects of our special education programs and services.

Minority and Majority Reports

There were no majority or minority reports concerning the Board's approved special education plan in 2020/2021.

Opportunities for Community Input and Consultation

The OCDSB is committed to effective and meaningful consultation with various stakeholders within the Ottawa community to bring about an open and inclusive decision-making process. Consultation is a process undertaken to seek information, advice, and informed opinion for consideration prior to decision making. At its heart, consultation is about interactive two-way communication and dialogue. The process is an opportunity for the community to provide information about key issues and their implications to foster better understanding and to allow those affected by the decision to have meaningful and substantive opportunities to influence final decisions.

Throughout the year, opportunities for public input and feedback were provided through the monthly SEAC meetings and meeting minutes, the district's website, and via direct

connection with Learning Support Services team members. In addition, an invitation to members of the community inviting feedback on the Special Education Plan 2020-2021 was posted on the District's website.

Special Education Program and Services Internal / External Reviews

Methodology for Internal Reviews

In January, 2014, the Learning Support Services department presented Report No. 14-001, *Performance Measures for the Ottawa-Carleton District School Board, Learning Support Services*. Building on the draft, Program Logic Models (PLMs), developed in consultation with Dr. Tim Aubry, at the University of Ottawa, the report highlights several performance measures for the Learning Support Services department and for each OCDSB specialized program. These performance measures have been used to shape the most recent program reviews for two of our specialized program classes (LD SIP, and Gifted).

OCDSB Learning Support for Students with Special Education Needs

The OCDSB *Learning Support for Students with Special Education Needs* online resource is intended to be the foundation for all OCDSB staff that work in classrooms and schools to understand their role in ensuring inclusion for all. The goal of the resource will be to support staff to plan and deliver special education programs and services in the OCDSB for all learners. It ensures educators (teachers, Early Childhood Educators (ECE), Educational Assistants (EA), and administrators) have the essential information, tools and resources to provide personalized and precise support. Educators will be able to use the resource to guide professional learning as they build capacity in meeting the needs of all students (i.e. what is necessary for some is beneficial for many). This resource will be field tested in the fall of 2021 with the goal of full implementation in January, 2022.

Learning Support Services Operational Review
In October, 2018, LSS was directed to undertake an operational review with a focus on the following aspects:

- the process for identification, needs assessment (including the use of tiered interventions as a support for all students, and as identification and placement evidence), and placement for all exceptionalities

In order to objectively and efficiently accomplish the review, the District has contracted external consultants. LSS staff and SEAC worked collaboratively to establish a scope of work to inform the Request for Service process. In January 2020 the contract was awarded to the successful proponent, Optimus SBR. Working with the team from

Optimus SBR, the project plan including methodology and timelines was developed. The impact of labour action led to the postponement of the scheduled stakeholder focus groups in early March 2020. The impact of the provincial shut down due to COVID 19 led to the full pause of the project in April 2020.

The following revised timelines for the completion of the LSS Operational Review were developed with a view to providing representative information to guide system improvements:

2021-2022	2022-2023	2023-2024
• Return to more typical education environment • Implementation of the *Learning Support for Students with Special Education Needs* resource for OCDSB Staff (e.g., Quality Program Indicators Guide)	• Revisit and renew goals and scope • Procurement process for external consultants	• Review year • September to January for review activities • Final report in February for recommendation implementation

Importantly, the revised timeline will allow for a full cycle of special education supports and services for students, families and caregivers within a more typical education environment.

The goals and scope of the LSS Operational Review were developed in collaboration with SEAC and trustees. The length of time since the motion, steps taken to address concerns and evolving District priorities may have shifted focus areas of the LSS Operational Review. Within the revised review timelines it is suggested that goals and scope of the review be revisited through consultation with SEAC and trustees in order to ensure that review outcomes are meaningful and aligned to District priorities.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Part 2- Special Education Programs and Services

The Board's Model For Special Education

Purpose of the Standard

To provide the Ministry and the public with information on the Board's philosophy and service-delivery model for the provision of special education programs and services.

The Ottawa-Carleton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The OCDSB is also committed to early identification and intervention to address learning needs. It is through this early identification and intervention process that learners remain confident about their abilities and are engaged in their learning journey.

The OCDSB Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, Accessibility for Ontarians with Disabilities Act, and regulations made under the Act and any other relevant legislation. The OCDSB's approach to special education and its special education delivery model are aligned with the Board's Mission Statement and Strategic Plan. Our Mission, *Educating for Success: inspiring learning, developing well-being and building social responsibility* forms the foundation of our work. Many components of our current Strategic Plan connect and support the delivery of our supports and programs.



The OCDSB has a strong commitment to human rights, equity and inclusion. While many steps have been taken to identify and address the systemic and structural barriers that prevent everyone from participating, excelling and feeling valued in the OCDSB community,



there remains much more to learn and to do. To serve every student, the OCDSB is committed to being intentional about acknowledging diverse ways of knowing, different styles of learning and valuing, respecting and leveraging the strength of each student's individual and intersecting identities. To serve every student, the OCDSB is committed to work collaboratively with students, parents, educators and community partners to support each student to discover or enhance the positive contributions they can make in their school, their community, their country and the world. These goals our outlined in the OCDSB Indigenous, Equity, and Human Rights Roadmap - Eliminating Barriers to Success 2020-2023

Service Delivery Model

The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents / guardians and district staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a specialized program class. Specialized program class locations are based on a geographically defined catchment area and designated schools. We value collaboration and consultation with parents / guardians to best understand the strengths and needs of each learner.

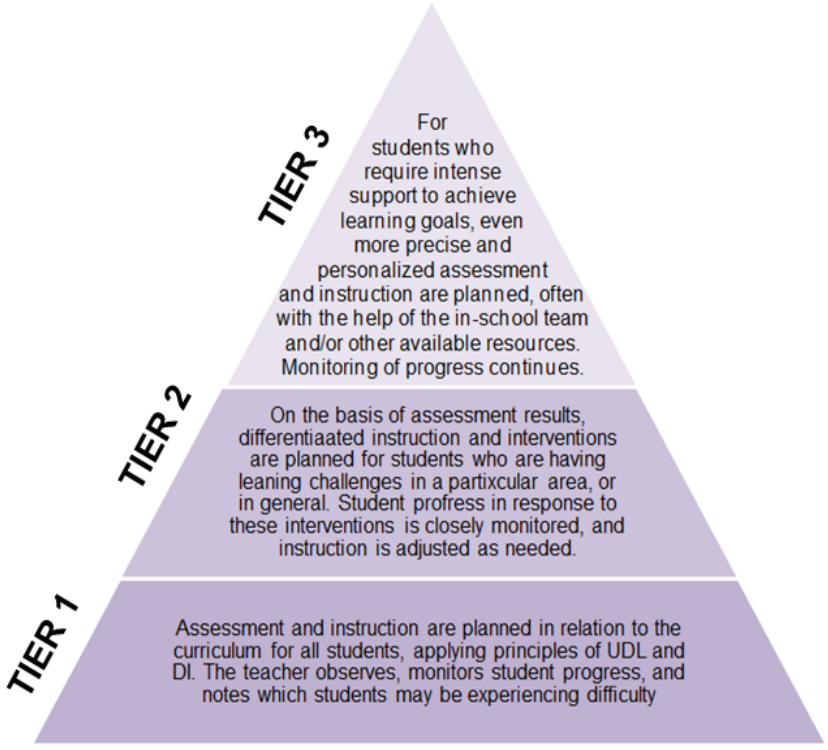
The OCDSB places a strong emphasis on the inclusion of our students with special needs. Our ongoing commitment is to provide the structures and support each student needs to foster their growth and development in programs, which foster integration and independence as defined for each student based on their strengths and needs.

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school's learning support teacher (LST) or learning resource teacher (LRT) (only in elementary schools), and/or central district staff, are able to provide programming support that allows the student to meet required expectations with success. The regular classroom is always an option that parents / guardians may consider, regardless of the student's needs. A regular classroom allows the student to be surrounded by peers, while receiving personalized programming that is outlined in the student's Individual Education Plan. The regular class is considered the most inclusive of placements.

During the 2020-2021 school year, all districts in the province of Ontario have been required to offer both in-person learning and virtual learning options. The overview of related information can be found in *Policy/Program Memorandum No. 164* . Beginning in September 2020, OCDSB special education learners in the regular classroom were

offered either in-person learning, or the option of attending one of the Ottawa-Carleton Virtual (OCV) campuses. Individualized support was provided to special needs students in their respective setting and based on their Individualized Education Plan. Students in a specialized program class were offered the option of attending in-person or remotely in a blended model. The classroom team for each specialized program class worked collaboratively with parents / guardians via a variety of platforms to support each individual student's needs.

The special needs of each student may be met by accommodations, modifications, and/or alternative expectations, including, but not limited to, a variety of teaching methods, and/or special equipment. The OCDSB model for service delivery is rooted in Universal Design for Learning, Culturally Relevant and Responsive pedagogy, and the tiered approach to intervention, as outlined in the Ministry of Education document; *Learning for All* : A Guide to Effective Assessment and Instruction for All Students, *K-12* (2013). An overview of the tiered approach to intervention is summarized in the following chart:



Special Education Programs

Special education placements and programs are outlined in detail in Standard 9 (refer to subsection Special Education Placements Provided by the OCDSB for detailed descriptions of Ministry Placements and OCDSB Programs).

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Ministry of Education Placements offered by the Ottawa-Carleton District School Board

- Regular Class with Indirect Support
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Class with Partial Integration
- Special Education Class Full-time

Community / Provincial Specialized Placements

- Education and Community Partnership Program (ECPP)
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

Special Education Supports in the OCDSB

(All supports listed below are in no particular order)

School-Based Supports	System-Based Supports	Provincially-Based Supports
• Classroom Teacher • Parent(s)/guardian(s) • Educational Assistant (EA) • Early Childhood Educator (ECE) • Learning Support Teacher (LST) • Learning Resource Teacher (LRT) (elementary only) • Principal/Vice-Principal	• Learning Support Consultant (LSC) • Psychologist/Psychological Associate • Social Worker • Speech-Language Pathologist • Autism Spectrum Disorder Team • BCBA (Board Certified Behaviour Analyst) • Behavior Support Team • Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing • SELT (Social / Emotional Learning Teacher) • Early Learning Team • ITAT (Itinerant Teacher of Assistive Technology) • Itinerant Emergency Educational Assistant • Itinerant Educational Assistant • System Principals • System Managers • Supervisors of Speech-Language Pathology, Psychology, and Social Work	• Community Agencies • Education and Community Partnership Program (ECPP) • Home & Community Care Support Services Champlain • Hospitals • Demonstration/ Provincial Schools

The OCDSB special education policy shall be achieved through the delivery of a variety of learning supports including, but not limited to:

- range of appropriate, timely assessments accompanied by timely tiered interventions and professional strategies;
- a continuum of placement options;
- equitable application of the specialized program class location model using geographically defined catchment areas and designated schools to ensure fair access to specialized programs;
- appropriate student/teacher ratio as governed by the Education Act;
- Individual Education Plans (IEPs) subject to regular review and outcome based evaluation;
- a clearly communicated Identification, Placement and Review Committee (IPRC) process, with consistent procedure;
- integration opportunities within the student's school;
- multi-disciplinary professional supports for students with special education needs;
- timely access as required to appropriate equipment and materials: and
- timely access to information for parents about programs and services.

Definition of Terms

Accommodation includes special teaching and assessment strategies, human supports, and/or individualized equipment that help the student learn and demonstrate learning. Accommodations described in the IEP should include only those strategies and supports that differ from what is normally provided during classroom instruction. Accommodations that the student requires in connection with instruction, assessment and functioning in the physical environment should be listed separately as follows:

- *Instructional accommodations* - adjustments in teaching strategies required to enable the student to learn and to progress through the curriculum
- *Environmental accommodations* - changes or supports in the physical environment of the classroom and/or the school
- *Assessment accommodations* - adjustments in assessment activities and methods required to enable the student to demonstrate learning

Alternative Learning Expectations are statements on the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative learning expectations are considered to constitute alternative programs or alternative courses (i.e., secondary school courses). Examples of alternative programs/courses include speech remediation,

social skills, orientation/mobility training, and personal care programs. Alternative programs/courses are provided in both the elementary and the secondary panels.

Applied Behaviour Analysis (ABA) is an effective instructional approach that uses methods based on scientific principles of learning and behaviour to build useful repertoires of behaviour and reduce problematic ones. For example, ABA methods can help a student to develop positive behaviours, learn new skills, and transfer a positive behaviour or response from one situation to another.

Asynchronous learning is learning that is not delivered in real time. Asynchronous learning may involve students watching pre-recorded video lessons, completing assigned tasks, or contributing to online discussion boards.

Differentiated Instruction is a method of teaching that attempts to adapt instruction to suit the differing strengths and needs, interests, learning styles, and readiness to learn of individual students.

An **exceptional pupil** according to the Education Act is a pupil whose behaviour, communication, intellectual, physical or multiple exceptionalities are such that he/she is considered to need placement in a special education program by an Identification, Placement and Review Committee of the Board established in the Education Act (*Regulation 181*). Refer to OCDSB Special Education Programs and Services for detailed descriptions.

An **Identification, Placement and Review Committee** (IPRC) is a committee of a school board that decides whether or not a child should be identified as exceptional, identifies the areas of a student's exceptionality according to the categories and definitions of exceptionalities provided by the ministry, decides an appropriate placement for a student, and reviews the identification and placement at least once in each school year.

An **Individual Education Plan** (IEP) is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or accommodations and special education services needed to assist the student in achieving his or her learning expectations.

In-School Team may consist of the principal or designate, Learning Support Teacher (LST), Educational Assistant (EA), Head of Special Education/Special, Education/Student Services, classroom teacher, parent(s)/guardian(s) and any of the

following where appropriate: classroom teacher(s), Learning Resource Teacher (LRT), special education class teacher(s), Early Childhood Educator (ECE) and student if over 16 years of age.

Modifications are statements on the IEP that reflect the changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level. At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Multi-Disciplinary Team consists of members of the in-school team and various personnel who are assigned to support the school in areas of special education assessments and programming. These may include the Learning Support Consultant (LSC), psychologist or psychological associate, social worker, speech-language pathologist, Itinerant Teachers for the Blind/Low Vision, Itinerant Teachers for the Deaf/Hard of Hearing, as well as, any of the system-based teams e.g. Behaviour Support Team (BST), Student Success Teachers (SST), Autism Spectrum Disorder Team (ASDT).

A **program** is a prescribed set of learning activities that has a basis in the Ontario Education Act, the regulations, the Ministry of Education guidelines or Ministry memoranda which would generally identify the scope and sequence of the learning activities, the target group, and the requirements for certification.

Provincial/Demonstration Schools are Ministry operated schools for students who are deaf, blind, deaf-blind or for students with severe learning disabilities. Residential programs are available for those students for whom distance precludes daily travel.

Remote learning is learning that occurs when classes are taught at a distance and when students and educators are not in a conventional classroom setting. Remote learning takes place in times of extended interruption to in-person learning – for example, as a result of a pandemic or natural disaster. Classes can be synchronous or asynchronous and can be taught online through a Learning Management System (LMS) or by using videoconferencing tools. In some cases, they may be delivered through emails, print materials, broadcast media, or telephone calls.

Special Education Advisory Committee (SEAC) is a committee of a school board that provides important advice on special education. A SEAC may make recommendations to the board on any matter affecting the establishment, development, and delivery of

special education programs and services for exceptional students in a board. Each school board in Ontario must establish a SEAC.

A **special education program**, as defined by the Ontario Education Act, is one based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special education services, as defined by the Ontario Education Act, refers to facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

Synchronous learning is learning that happens in real time. Synchronous learning involves using text, video, or voice communication in a way that enables educators and other members of the school- or board-based team to instruct and connect with students in real time. Synchronous learning supports the well-being and academic achievement of all students, including students with special education needs, by providing educators and students with an interactive and engaging way to learn. It helps teachers provide immediate feedback to students and enables students to interact with one another.

Tiered Approach is a systemic, sequential instructional approach that uses specific instructional interventions of increasing intensity to address students' needs. It can be used to address either the academic or behavioural needs of students who are having difficulty.

Tiered Intervention is a process of assessing, supporting, monitoring, and re-evaluating a student's progress by providing "just right" supports that allow the student to achieve academic success. The tiered approach to ongoing prevention and intervention embodies principles of universal design for learning and differentiated instruction, offers a systematic method for the early identification of students who are experiencing particular difficulties, and, through ongoing monitoring of their progress, provides the precise level of support those students need.

Transition Plan is the school's written plan to assist the student in making a successful transition. The transition plan is developed as part of the IEP. Under O.Reg.181/98, the IEP must include a transition plan for each exceptional student who is 14 years of age or older who is making the transition from secondary school to postsecondary activities, unless the student was identified as exceptional solely on the basis of giftedness. In addition to the requirements under O.Reg.181/98, ministry policy (Policy / Program Memorandum No.156) requires that a transition plan be developed for all

students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the basis of giftedness.

Universal Design for Learning (UDL) is a teaching approach that focuses on creating a learning environment that is open and accessible to all students, regardless of age, skills, or situation. Instruction based on principles of universal design is flexible and supportive, can be adjusted to meet different student needs, and enables all students to access the curriculum as fully as possible.

Acronyms Used in the Special Education Plan 2020-2021

ABA	Applied Behaviour Analysis
ADHD	Attention Deficit/Hyperactivity Disorder
ADP	Adaptive Devices Program
AODA	Accessibility for Ontarians with Disabilities Act
ASDP	Autism Spectrum Disorder Program
ASDSCSP	Autism Spectrum Disorder Secondary Credit Support Program
ASDT	Autism Spectrum Disorder Team
BCBA	Board Certified Behaviour Analyst
BIP	Behaviour Intervention Program
BST	Behaviour Support Team
CAC	Centre for Augmentative Communication
CSP	Coordinated Service Planning
DD	Developmental Disability
DHH	Deaf/Hard of Hearing
DSP	Dual Support Program
EA	Educational Assistant
ECE	Early Childhood Educator
ELIP	Early Learning Intervention Program
GLP	General Learning Program
IBI	Intensive Behaviour Program
IEA	Itinerant Educational Assistant
IEP	Individual Education Plan
ILLD	Intermediate Language Learning Disabilities
IPRC	Identification, Placement and Review Committee
ITAT	Itinerant Teacher of Assistive Technology
ITB/LV	Itinerant Teacher for the Blind/Low Vision
ITD/HH	Itinerant Teacher for the Deaf/Hard of Hearing
LD	Learning Disability
LDP	Learning Disability Program
LD SIP	Learning Disability Specialized Intervention Program

LLD	Language Learning Disability
LSC	Learning Support Consultant
LSS	Learning Support Services
LST	Learning Support Teacher
LRT	Learning Resource Teacher
MID	Mild Intellectual Disability
OCDSB	Ottawa-Carleton District School Board
OSR	Ontario Student Record
OSSD	Ontario Secondary School Diploma
OSTA	Ottawa Student Transportation Authority
OT	Occupational Therapist
PCLD	Provincial Committee on Learning Disabilities
PSP	Physical Support Program
PT	Physical Therapist
QPI	Quality Programming Indicators
SAL	Supervised Alternative Learning
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SIP	Special Incidence Portion
SLP	Speech-language Pathologist
SST	Student Success Teacher

Roles and Responsibilities

Purpose of the Standard

To provide the public with information on roles and responsibilities in the area of special education.

The Ministry of Education has defined roles and responsibilities in elementary and secondary education in several key areas:

- Legislative and policy framework
- Funding
- School system management
- Programs and curriculum

It is important that all those involved in special education understand their roles and responsibilities, which are outlined below:

The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model
- requires school boards report on their expenditures for special education
- sets province-wide standards for curriculum and reporting of achievement
- requires school boards maintain special education plans, review them annually, and submit amendments to the Ministry
- requires school boards establish Special Education Advisory Committees (SEAC); establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of exceptional pupils
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates provincial and demonstration schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The District School Board

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda

- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff comply with the Education Act, regulations, and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for students with special education needs in the board
- obtains the appropriate funding and reports on the expenditures of provincial funds for special education
- develops and maintains a Special Education Plan
- reviews the Special Education Plan annually, submits the checklist to the Minister of Education, and posts the Special Education Plan to the OCDSB website
- provides statistical reports to the Ministry as required and as requested
- prepares and publishes a parent guide to provide parent(s)/guardian(s) with information about special education programs, services, and procedures
- establishes IPRC meetings to identify students with special education needs and determine appropriate placements for them
- establishes a Special Education Advisory Committee and considers its recommendations
- provides professional development to staff on special education
- adheres to all applicable legislation

The Special Education Advisory Committee (SEAC)

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for students with special education needs in the board
- participates in the board's annual review of its Special Education Plan
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education
- provides information to parent(s)/guardian(s), as requested
- create and maintain a guide of SEAC members and contact information

The School Principal

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates board policies and procedures about special education to staff, students, and parent(s)/guardian(s)
- ensures that the identification and placement of students with special education needs, through an IPRC meeting, is done according to the procedures outlined in the Education Act, regulations, and board policies

- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- ensures the delivery of the program as set out in the IEP
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained
- provides the parent guide, and other relevant documents to parent(s)/guardian(s)

The Teacher

- engages in early identification to inform instructional practices
- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda
- follows board policies and procedures regarding special education
- maintains up-to-date knowledge of special education practices
- where appropriate, works with special education staff and parent(s)/guardian(s) to develop the IEP for a student with special education needs
- provides the program for students with special education needs in the regular class, as outlined in the IEP
- communicates the student's progress to parent(s)/guardian(s)
- works with other school board staff, parents, and students, where appropriate, to review and update the student's IEP.

The Special Education Teacher

In addition to the responsibilities listed above under "The Teacher", the following additional roles / responsibilities are included:

- holds qualifications, in accordance with *Regulation 298*, to teach special education
- monitors the student's progress with reference to the IEP and modifies the program as necessary
- assists in providing educational assessments for students

The Early Childhood Educator in coordination with the Teacher

- assists in implementing and planning education to Kindergarten children;
- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that is healthy physically, and social learning
- relays information to families;
- undertaking of duties assigned by the principal in regards to the Kindergarten program.

The Parent(s)/Guardian(s)

- become familiar with and informed about Board policies and procedures in areas that affect the child
- participate in IPRC meetings, parent-teacher conferences, and other relevant school activities
- participate in the development of the IEP
- becomes acquainted with the school staff working with the student
- support the student at home
- work with the school principal and teachers to solve problems
- are responsible for the student's attendance at school

The Student

- complies with the requirements for pupils as outlined in the Education Act, regulations, and policy/program memoranda
- complies with Board policies and procedures
- participates in IPRC meetings, parent(s)/guardian(s)-teacher conferences, and other activities, as appropriate

Special Education Staff Roles and Responsibilities in the OCDSB

Superintendent of Learning Support Services - Peter Symmonds
System Principal of Learning Support Services - Amy Hannah
System Principal of Learning Support Services - Christine Kessler
Manager of Mental Health and Critical Services- Dr. Petra Dushner
Manager of Learning Support Services - Stacey Kay

Clinical Supervisors:
Psychology - Dr. Kristin Schaub
Social Work - Kathryn Langevin
Speech - Language Pathology - Maya Rattray

Early Identification Procedures and Intervention Strategies

Purpose of the Standard

To provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public.

The OCDSB believes that early identification and intervention to address special needs is essential to student success. The District uses a range of effective practices to accomplish this beginning from the time a student is registered to attend school in the OCDSB.

These procedures are a part of a continuous assessment and program planning process, which should be initiated when a child is first enrolled in school or no later than the beginning of a program of study immediately following kindergarten, and should continue throughout the child's school life. Districts are therefore expected to provide a range of programs to assist students in meeting the curriculum expectations. These programs should include early identification of learning needs, appropriate teaching strategies, ongoing assessment, and communication with parent(s)/guardian(s) and students. (Policy & Program Memorandum No.11.)

The OCDSB makes every effort to review the needs of all students as early as possible. Early and ongoing intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parent(s)/guardian(s) are an integral part of the process. It is the belief of the OCDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

Parent(s)/guardian(s) are encouraged to be involved in the education of their children from the beginning of the education process. They have a wealth of knowledge and valuable information that can assist in the education of their child. At kindergarten intake meetings, parent(s)/guardian(s) have the opportunity to share with the teacher information regarding their child’s areas of strengths, areas of needs and any relevant medical or other information.

Student Registration Process - Kindergarten

As a component to the registration process for entry into kindergarten programs, parents / guardians are asked to complete a Kindergarten Intake form. This provides an opportunity for parents / guardians to describe their child’s special learning needs. The information that parents / guardians provide is useful in initiating a number of actions to facilitate the entry of children with special needs into the school system.

The Kindergarten Educator Team (teacher, early childhood educator, and sometimes an educational assistant) are key in the education and early identification process. The kindergarten educator team works collaboratively with the family prior to the Kindergarten intake process and following the beginning of school. The educator team communicates regularly with the parent(s)/guardian(s) about students' progress and development in the early years. The teacher employs ongoing assessments (observation checklists, inventories, portfolios, conferences, in-depth anecdotal records, formal/informal assessments) and shares these with the parents / guardians as appropriate.

Parents / guardians who provide information indicating their child has or may have special needs prior to school entry, may be asked to provide signed parental consent for board personnel to make contact with preschool service providers to arrange an observation of their child. Where appropriate case conferences are routinely held with key stakeholders, including parents, to share information about the student related to the necessary services once the child is attending school (e.g. occupational therapy, physiotherapy, speech-language pathology, nursing support, special accommodations, etc.).

Student Registration Process Grade 1 - 12

Students who register to attend OCDSB schools and have been receiving an educational program elsewhere are reviewed at the time of registration for the need for additional support related to specific needs. The OCDSB Registration form provides parents / guardians with an opportunity to indicate whether or not their child has a particular cognitive, behavioural, physical, medical or developmental needs, and whether they have been receiving special supports and services in their current educational setting.

It is typical practice in the OCDSB to request as much information from the parents / guardians about the student available at the time of registration. Where a parent / guardian does not have copies of materials from the student record in their possession (e.g. report cards, assessment results), written permission to contact the student's current educational provider is obtained and these documents are requested. The Ontario Student Record (OSR) is requested using the required Ministry of Education form. Where it is apparent that a student has had extensive intervention and will continue to need support, an immediate referral to the school multi-disciplinary team may occur. As a component of this process, school staff will contact multi-disciplinary or Learning Support Services personnel to assist in reviewing the student's most recent educational program and setting. If a student is attending a school in the Ottawa region, a site visit may occur (with written parental permission) to allow staff to observe the student in that setting and to discuss their strengths and needs with staff.

If a student has been identified as exceptional in another school district, the school team with parental participation will determine whether further assessment may be required and whether to initiate an Individual Education Plan (IEP). If it is deemed appropriate, a recommendation to an Identification, Placement, and Review Committee (IPRC) may take place.

English Language Learners
In the OCDSB, we welcome students and families from all over the world. In an effort to best serve each learner, there are many considerations to support students entering a new linguistic and cultural environment. All educators have a shared responsibility for the language development for all English language learners (ELLs) and the needs of these students must be taken into account when assessing their learning.
When assessing ELLs (students who are learning English as a second language or as an additional language), educators must carefully consider a student's language acquisition needs and possible special education needs. It is essential that prior to making determinations that the necessary information be gained through a systematic, focused process to determine the root of each student's difficulties to determine the most effective method to address their need. Educators with expertise in supporting ELLs, such as English as a second language (ESL) teachers and English literacy development (ELD) teachers, should be a part of all in-school discussions.

In the first few years in the OCDSB, ELLs may receive support within their regular classroom setting. Each student will acquire language at a different rate and for some this may take considerably longer than others to become fluent in English. In the province of Ontario, the *STEP: Steps to English Proficiency* framework is used as a framework and resource to assist teachers in supporting ELLs in the classroom. This framework is used to assess and monitor language acquisition and literacy development. The STEP resource can be used for both initial and ongoing assessment purposes.

Tiered Approach for Early Identification and Intervention
(Assessment/Consultation/Intervention)
The tiered approach is an extremely effective approach to assessment and intervention which sequentially increases the intensity of instructional interventions (Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013). It is a model that promotes and facilitates the early identification of students' learning abilities and needs.

Ongoing Monitoring and Responsive Intervention
All of the various types of assessments and interventions contribute to programming and placement decisions, if appropriate. Ongoing monitoring and assessment are necessary to confirm the appropriateness of these programs and supports. As new information is gathered the educator notes progress or lack of it and considers any

required adjustments in planning that would be beneficial to the student. In the case where students continue to have persistent difficulties, the educator may consider intervention in conjunction with the in school team. The educator works in collaboration with the in-school team to review the effectiveness of strategies and possible next steps and review other professional supports if required.

Student Data / Information Collection

Classroom educators collect a variety of assessment data for all students in the primary years. This data provides information on students along a developmental continuum. the following represents a sample of data collected by educators in the primary years:

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Early Literacy / Numeracy Observation Tool (ELNOT)	To screen for early intervention and to gauge developmental growth of literacy and numeracy skills.
Year 1 (JK) Year 2 (SK)	Developmental Indicators for the Assessment of Learning (DIAL-4)	To identify student strengths and needs in the areas of motor, concept, language, self-help, and social/emotional development.
Year 1 (JK) Year 2 (SK) November	The Kindergarten Communication of Learning: Initial Observation	• To provide an overview of initial observations of the student's learning; • To provide educators with data to inform program planning.
Year 1 (JK) Year 2 (SK) February and June	The Kindergarten Communication of Learning	To provide reflections on the student's learning connected to the four program frames.

Grade	Assessment	Purpose / Description
Year 1 (JK) Year 2 (SK)	Ongoing pedagogical documentation will be collected to identify developmental levels in all areas of learning	• To provide evidence of learning that will be shared with parents / guardians throughout the year; • To provide educators with data to inform intentional and purposeful programming.
Grade 1 - 3	Achievement Data - Provincial Report Cards and ongoing classroom assessments based on the curriculum	To assess ongoing student progress and identify areas in need of remediation.
Grade 1-3	PM Benchmarks or GB+(fall and spring)	To determine student reading engagement, fluency, and comprehension.
Grade 3	EQAO	To assess numeracy and literacy skills.

Intervention Strategies, Programs, and Supports
Intervention strategies are put in place to support students through a tiered approach, in which evidence-based assessment and instruction are systematically provided and respond to an individual's strengths and needs. The nature, intensity, and duration of interventions is determined on the basis of the evidence gathered through frequent and systematic monitoring of the student's progress.

The principles of Universal Design for Learning (UDL) and differentiated instruction (DI) will be used along with a tiered approach of greater personalization and precision to support the learning and teaching of students.

The following early interventions are available to all students demonstrating learning difficulties, whether identified through an IPRC or not. These strategies are typically discussed with parents / guardians and appropriate school or system level staff prior to implementing them in the classroom.

- Primary teachers use a variety of strategies to teach phonemic development, phonological awareness, word recognition, decoding and comprehension;
- Special education teachers (LST / LRT) may work directly with students who need more intensive learning support;

- Program differentiation and classroom accommodations are developed for students as required;
- System level Learning Support Services staff are available to provide information, resources, and programming support for schools that have students with significant special needs. Referrals for system level supports originate from the school or LSS department;
- Development of behaviour intervention plans, student Safety Plans, Behaviour Management Plans (BMP);
- Multi-disciplinary team service via appropriate referrals;
- Professional services staff consultations with teachers or individual students to provide specific strategies to support the learning environment (with written parental consent);

The OCDSB has other system level teams to support a variety of exceptional learners. To access the following teams, schools are required to consult with the multi-disciplinary team, then obtain parent/guardian consent and submit a referral. The system level teams that assist school team to support early identification and intervention include:

- Early Learning Team
- ASD / DD Team (also offer intake meetings when new to the District);
- Itinerant Educational Assistants

System level teams include multi-disciplinary professionals including educators, educational assistants, psychology staff, social workers and speech-language pathologists who support students through consultation with parent/guardians, the school and the multi-disciplinary teams.

As detailed in Part 4 - Coordination of Services with Other Ministries or Agencies, the OCDSB works collaboratively with several community partners (e.g., First Words, CHEO) to maximize opportunities for early identification of special needs and to apply effective intervention strategies.

Transition Planning

Students and families navigate several transitions throughout their education. It is common for transitions to pose challenges for all students, but it can be particularly difficult for some students with special education needs and for their families. Collaborative and coordinated planning in advance of transitions is imperative to ensure that all of the required supports are in place to ensure success.

As of September, 2014, *PPM No. 156 "Supporting Transitions for Students with Special Education Needs"*, requires all students who have an IEP, whether or not they have been identified as exceptional by an IPRC, to have an up-to-date transition plan at every stage of their journey through school. The key school transitions are as follows:

- entry to school
- a change from one school to another
- the move from elementary to secondary school
- the transition from secondary to postsecondary activities
- a move to a school following a prolonged absence for medical reasons or after receiving care, treatment, or rehabilitation by another institution

The Identification, Placement and Review Committee (IPRC) Process and Appeals

Purpose of the Standard

To provide details of the Board's IPRC process to the Ministry and the public.

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. The Individual Education Plan is used to document individual program expectations. Parents/ guardians or the principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support parent/ guardian understanding of the IPRC process, the OCDSB has developed a resource called the Identification Placement and Review Committee Parent Guide.

What is an IPRC?

Ontario Education regulation 181/98 requires that all school boards establish Identification, Placement, and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education programs and services.

Ontario Education regulation 181/98 entitles parent(s)/guardian(s) and pupils 16 years of age or older:

- To be present at, participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

An IPRC is composed of at least three people, one of whom must be the school principal or designate. The other members of the committee can be any other staff including principals, professional services staff, or teachers (LST, LRT, specialized program class, or classroom).

The purpose of the IPRC is:

- to identify the areas of strength and areas of need of the student;
- to determine whether the student is, or is not, exceptional;
- to identify a specific exceptionality, or exceptionalities, if applicable;
- to recommend an appropriate placement in a program designed to meet the identified needs of the student;
- to serve as an annual review for students who have been identified by an IPRC;

IPRCs may also make recommendations to programs and services. It is important to note that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services. When a referral for a specialized class placement is made, the principal must wait for the referral committee recommendation before holding an IPRC meeting to place the student in that class (see *IPRC Statement of Decision* form at the end of this section).

At an IPRC, the identification of exceptionality is the result of an extensive and varied compilation of data on the student's academic, physical and/or social/emotional development over an extended period of time. This data collection process involves not only the gathering of information on a student's background, learning profile, and level of achievement, but also involves information about efforts to assist the student.

The IPRC considers both formal and informal assessment results completed at the school level (e.g. educational assessments) and from outside professionals (e.g. medical doctors, psychologists, psychological associates or psychiatrists), plus information from parent(s)/guardian(s), their advocates and the student as well as the summary of attempted intervention strategies, in establishing the exceptionality and placement of the student. An IPRC meeting may result in placement in a special education program along the continuum of regular program to more specialized class placements within the community school and, in some instances, another setting outside the community school. If deemed exceptional, the exceptionality and definition will appear on the IPRC Statement of Decision.

Prior to an IPRC Meeting

It may be helpful to contact parents/guardians for a preliminary discussion prior to an IPRC meeting, to ensure they understand the process, their rights related to the process, review any results that have been gathered to inform the process, explain any recommendations that will be made by the school team, and answer any questions they may have prior to the IPRC meeting.

At least 10 calendar days in advance of an IPRC meeting, the principal will provide written notification of the meeting and an invitation to the parents/guardians to attend. This letter notifies parents/guardians of the date, time, location of the meeting, and it will prompt them to indicate if they will be in attendance.

For initial IPRCs the OCDSB *Learning Support Services Identification, Placement and Review Parent Guide* will be provided to the parent(s)/guardian(s). Copies are available at each school and on the OCDSB website. It is expected that principals will send out this guide with the notification of the initial IPRC Meeting Form.

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What is considered in an IPRC placement decision?
Regulation 181/98 requires that before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs;
- are consistent with parent / guardian preferences

If, after considering all of the information presented including relevant assessment information, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent/guardian preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services. The committee may also determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools must submit a referral package which is then reviewed by a central referral committee against annually reviewed criteria. The central review committee will then provide feedback for consideration at the IPRC.

Initial IPRC Meeting and Review IPRC Meeting

Initial IPRC Meeting Overview

The date, time, and location of the meeting are predetermined and established. At the initial meeting, the chairperson (i.e. the school principal or designate) welcomes and introduces those individuals present and explains the purpose of the meeting. The IPRC members are clearly identified. Parents/guardians, school personnel, and others in attendance are invited to provide further information in an open discussion format, when required. Based on all the information available for consideration, the IPRC will make a decision regarding the identification and placement for the student.

The committee may identify a student as exceptional and recommend placement in the most appropriate setting. If the IPRC requires further information then the decision will be deferred to such a time that the information becomes available. The school will then endeavour to gather additional information and liaise with the school multi-disciplinary team. The IPRC will reconvene at the earliest available date. Parents / guardians will be provided with details and a timeline of when they should expect to return to the IPRC.

Following the initial IPRC, the committee will provide a written statement of their decision including the identification and placement (if any) and specific recommendations for programs and services to the parents/guardians and the student of 16 years of age or older. Parents/guardians will be asked to sign the statement of decision and return it to the school. For students who are identified as exceptional, there must be an annual review of the student's identification and placement unless the annual review is waived or dispensed by the parent/guardian or student of 16 years of age or older.

Annual Review IPRC Meeting/Process

All students that have an IPRC are reviewed annually by the school team and parents/guardians. An IPRC review may not occur more often than once every three month period *(Reg. 181/98, s.21 (2) the Education Act).* Parent(s)/guardian(s) who are in agreement with the recommendation of the school team may waive the requirement to hold an annual review IPRC meeting. *Reg. 181/98, s.21 (4b)* states that, where there are no changes to the identification or placement, a parent/guardian may choose to waive or dispense of the requirement to hold an IPRC by signing and returning to the school a waiver letter which states that they agree with the school's recommendations. An annual IPRC reviews the following: the student's progress, current statements of strengths and needs, exceptionality and placement.

Parent / Guardian Request for a Review

A request by a parent / guardian for a review may be made at any time after the initial placement has been in effect for three months, but may not be more than once in every three-month period. A request for review, outside of the normal annual review process, must be provided in writing to the school principal. Upon receipt of a parent / guardian request for review, the principal will, within 15 calendar days, provide the parent / guardian with a written statement acknowledging the request, a copy of the OCDSB IPRC guide and a written statement indicating an approximate meeting date / time. The principal may request a review at any time, on written notice to a parent / guardian.

IPRC Statement of Decision

The IPRC Statement of Decision includes the following information:

- whether the IPRC has identified the student as exceptional;
- the categories and definitions of any exceptionalities identified, as defined by the Ministry of Education;
- the description of the student's areas of strength and areas of need;
- the placement;
- the recommendations regarding a special education program and special education services;
- the reasons to place the student in a special education class

If a parent / guardian does not agree with the decision, they should not sign the IPRC Statement of Decision at the meeting. The parent / guardian may, by providing written notice to the chair of the IPRC, request a second meeting with the committee. The chair of the IPRC will arrange for a meeting to be held as soon as possible. Following the follow-up meeting, the IPRC chair will inform the school board and the parents if any changes were made to the IPRC decision and, if so, provide a revised statement of decision and written reasons for the changes. Parents / guardians will be asked to consent to the revised identification and/or placement decision.

If the parents / guardians disagree with the revised decision, they may:

- within thirty days of receipt of the initial IPRC decision, file a notice of appeal with the secretary of the Board (who is usually the director of education);
- within fifteen days of the receipt of the decision of the second meeting, file a notice of appeal with the secretary of the board

Superintendency Based (SB) IPRC Meeting

Since 2014 the SB IPRC has been available for placement into specialized program classes for specific exceptionalities. The SB IPRC committee is composed of a principal chair, an OCDSB psychologist/psychological associate and another member of LSS staff (e.g., Learning Support Consultant (LSC), speech-language pathologist etc.). Parents/guardians are invited to the SB IPRC and are valued participants in the process.

The SB IPRC is available for any specialized program class exceptionality when the circumstances of the referral warrant this level of central involvement (e.g., complex student profile, exceptional situations etc.).

For most referrals to specialized program classes:

- A school-based case conference with relevant members of the multidisciplinary team and parent(s)/guardian(s) will be completed and reflected in the referral form;
- In most cases, referral review will provide school teams with specific site offers for consideration by parent(s)/guardian(s). A school based IPRC would then be completed;
- In the case that an offer was not made for the specialized program class as requested, a school based case conference with central LSS support would be offered to the parent(s)/guardian(s). The goal of the case conference would be to establish shared solutions personalized for the student and incorporating all stakeholders.

The IPRC Appeal Process

Should the parent(s)/guardian(s) disagree with the identification and/or the placement statements from the Committee, one of the System Principals of Learning Support Services and/or the superintendent of instruction for the school should be invited to a follow-up meeting with the parent(s)/guardian(s) and the Committee members. Every attempt will be made to resolve the concerns at this level.

Should this follow-up discussion not resolve matters, the parent(s)/guardian(s) have the right to appeal the recommendations of the IPRC. The appeal can only be based on disagreement with the identification and/or the placement of the student. A statement setting out reasons for the disagreement must be included. The request for an appeal must be made in writing within 15 calendar days of the follow-up meeting or within 30 calendar days of receipt of the statement from the IPRC. (In regards to all matters pertaining to appeals, days shall mean calendar days. Where time is limited and the expiry date falls on a school holiday, the time limit shall be extended to the next day following that

is not a school holiday. During summer holidays, which are defined as periods of time that school is not in session, requests for appeals will be deferred to the day following the summer holiday, as per Regulation 304.

This request will be directed to:

Director of Education/Secretary of the Board
Ottawa-Carleton District School Board
133 Greenbank Road, Nepean, Ontario K2H 6L3
FAX: (613) 820-6968

Appeal Board Membership

The Appeal Board shall be composed of three members who must not be members or employees of the Board or Ministry, and who must not have had any prior involvement with the matter under appeal. Two members are to be appointed within 15 calendar days of receipt of the notice of appeal by the Secretary of the Board. These members will include:

a) one member selected by the OCDSB
b) one member selected by parent(s)/guardian(s),

The Chair is selected and appointed jointly by the above members a maximum of 15 calendar days later. The Chair of the Appeal Board makes arrangements for the meeting to be held within 30 calendar days after the Chair is selected (unless parents/guardians give written consent for the meeting to be held more than 30 calendar days after the Chair is selected. Please note: if agreement cannot be reached, the Chair shall be selected by the District Manager at the Ministry of Education.

Role of the Appeal Board

The role of the Appeal Board is to consider all opinions, views, and information concerning the appeal from the parent / guardian, their representative, and the representatives from the Ottawa-Carleton District School Board. The Chair of the Appeal Board will notify the parent/guardian of the meeting date and time, and invite them to attend. The Appeal Board will meet with the parent / guardian no later than 30 calendar days following the selection of the Chair of the Appeal Board.

The Appeal Board must make its recommendations within 3 days of the meeting's completion. A written report of its recommendations must be provided to the parent/guardian/student (if 16 years of age or older), and the OCDSB. The Chair of the Appeal Board will present recommendations to the Board of Trustees within 30 calendar days. All documents submitted to the Appeal Board will remain confidential to the members of the Appeal Board. Parents have the right to request mediation, as indicated in the Education Act and the Board policy on this issue.

Within 30 calendar days of the Appeal Board's decision, the OCDSB notifies the parent(s)/guardian(s)/ student (if 16 years of age or older) whether it accepts or rejects the Appeal Board's decision. If the parent(s)/guardian(s) disagree with the decision of the Appeal Board, the parent(s)/guardian(s) may further appeal to an Ontario Special Education Tribunal under *Section 57* of the *Education Act*. Information about making an application to the tribunal will be included with the Appeal Board's decision.

Appeals, Tribunals, Mediations

It should be noted that appeals may be submitted following an IPRC process and requests for reconvening an IPRC meeting. Over the past three years, if an appeal has been submitted to the Secretary of the Board, it has never reached the point of review at a Special Education Appeal Board (SEAB).

An overview of all IPRC referrals, reviews, and appeals completed in the OCDSB over the past three school years:

School Year	IPRC Referrals	IPRC Reviews	Special Education Appeal Board
2020-2021	421	5139	0
2019-2020	595	5449	1
2018-2019	510	5760	0

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Educational and Other Assessments

Purpose of the Standard

To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs and the ways in which assessments are used.

The OCDSB uses a range of assessment strategies in order to develop appropriate programs and interventions for students. The goal of any assessment is ultimately to best serve the needs of a student by providing staff with insights and information into a student's strengths, needs, and learning profile. The variety of assessment strategies may range from routine classroom practice to formalized assessments, which may be conducted by professionals with specialized knowledge and training.

Should an assessment involving personnel other than the classroom teacher or special education teacher (LRT / LST) be considered, the process will be discussed with parents / guardians and the student (as appropriate) prior to the assessment. At this time, signed consent is provided, followed by informed consent which is required prior to the beginning of the assessment.

Identification vs. Diagnosis

An **identification** is defined by the Education Act and states that a student has special needs and is an exceptional pupil (under one or more of the Ministry of Education categories). A **diagnosis** is defined by the *Ontario Regulated Health Professions Act*, which means "identifying a disease or disorder as the cause of the symptoms of an individual in circumstances in which it is reasonably foreseeable that the individual will rely on the diagnosis."

In the OCDSB, there a variety of assessments, they are as follows:

School-Level Assessments

- teacher-developed assessments, including observation and consultation;
- educational assessments by qualified special education staff to identify student strengths and needs;
- Program and Learning department supported assessments (PM Benchmarks, GB+, etc.).

District-Level Assessments

- assessments to facilitate consistency of grading across the system;
- norm-referenced achievement and abilities testing to assist in identifying students with special program or placement needs;

- professional assessment (psychological, social work, speech and language, behaviour) to identify students' strengths and needs for appropriate program and placement.

Provincial Assessments

- assessments to determine if students have acquired sufficient skills to move toward graduation (at secondary);
- assessment to measure progress towards the attainment of curriculum expectations and standards;
- reading, writing and numeracy assessment as prescribed by the Ministry of Education.

Confidentiality and Rights to Privacy

- Written and informed parental/guardian consent must be obtained for psychological, social work, behavioural and speech- language pathology assessments for students under the age of 18;
- Informed consent is obtained for educational assessments for students under 18 years of age;
- Information can only be shared with outside agencies and other professionals with written parental consent or with written consent from the student if they are 18 years of age or older;
- Third party confidential reports are the responsibility of the professional to whom they are released;
- Third party confidential reports are filed in the OSR, or with Learning Support Services, according to parental / guardian consent;
- Learning Support Services staff will obtain parental consent to communicate third party report information to the schools.

Classroom Teacher

In order to best serve the strengths and needs of a student, effective assessment and instruction planning are required. Teachers gather a variety of information about their students through observations, conversations, and discussions with the student and their parents / guardians. Teachers also reference a collection of student work samples and other informal classroom oral and written assessments. Through regular and ongoing dialogues with the parent / guardian and the student, teachers gain additional information to help them to develop a student profile.

To determine appropriate programming and/or placement the following assessments may be administered:

Educational Assessments

- are used to determine appropriate programming for students;

- may include norm-referenced achievement testing to assess acquisition of basic academic skills;
- may be required for a student to be referred for an individual assessment by professional services staff or personnel;
- may be part of information that is used to inform the IPRC process;
- include reports containing background information, current learning strengths and needs, a summary of recommendations (e.g. in-class program accommodation and/or modification, resource support, etc.).

Psychological Assessments

- are based on current and historical information;
- include standardized psychological tests, observations, interviews with a student, professional judgment, clinical skills, multi-disciplinary discussion and consultation with parent(s)/guardian(s) to gain insight into a student's overall functioning including behaviour, personality, intellectual profile, learning style and achievement;
- are conducted by psychologists and psychological associates who are registered members of the College of Psychologists of Ontario or psychoeducational consultants who are supervised by psychologists.

The legislative underpinning supporting this service delivery model includes the *Regulated Health Professionals Act (RHPA), 1991, the Psychology Act, 1991* and *the Health Care Consent Act, 1996*

Social Work Assessments

- are based on current and historical information;
- focus on the social emotional development of the student;
- include the student's functioning within the context of their family and environment;
- involve a psycho-social analysis and the creation of a plan of intervention that looks at the student in the context of family, school and community;
- are conducted by social workers who are members of the Ontario College of Social Workers and Social Service Workers.

The legislative underpinning supporting this service delivery model includes the *Education Act, 1990, The Child, Youth, and Family Services Act 2017.*

Speech/Language Assessments

- assess the development of communication, oral and written language skills (e.g., listening, understanding, speaking, reading and writing) as emphasized in the Ontario curriculum and as required for participation in an inclusive and caring classroom and community;
- include multidisciplinary discussion, consultation & case history interviews with parents(s)/guardian(s), observations, professional judgement, clinical skills, administration of standardized and non-standardized measures; and provision of

recommendations for programming across any of the three tiers of special education support;
- may include one or more of the following areas:
  - receptive and expressive language skills;
  - reading, writing, and related skills (e.g., phonological awareness);
  - social/pragmatic skills;
  - functional communication and augmentative & alternative communication skills;
  - oral motor, speech sound production, fluency, voice and resonance, to access services delivered through CHEO School Based Rehabilitation Services;
- are conducted by speech-language pathologists who are members of the College of Audiologists and Speech-Language Pathologists of Ontario.

The legislative underpinning supporting Speech-Language Pathology services includes the *Regulated Health Professionals Act (RHPA), 1991 and the Audiology and Speech-Language Pathology Act, 1991. The Inter Ministerial Guidelines for the Provision of Speech and Language Services, 1988* is also followed in determining type and level of service provided.

Assessments conducted outside of the OCDSB
Since school districts set their own criteria (based on the Ministry of Education categories of exceptionalities), the OCDSB does not automatically recognize previous identifications and placements held by students. Professional services staff review assessments, with parent / guardian consent, in order to make a determination at a school level of potential recommendations for identification and placement, where appropriate. The assessments must be conducted by a qualified professional (according to the standards set by each profession in Ontario). Medical information pertinent to accommodation of the student is directed to the school principal.

Assessment Results
Assessment results are provided to parent(s)/guardian(s) through:
- meetings with parent(s)/guardian(s) and appropriate school and/or board personnel as required;
- written reports.

Assessment information is collected under the authority of the Education Act, and will only be used to plan and evaluate a student's program. The information is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/guardian(s) of a student who is under 18 years of age.

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Wait List for Learning Support Services

- Wait lists are fluid and maintained at a school level using a multi-disciplinary team approach to prioritize students based on need. A range of supports and services are available to address student needs while waiting for formal assessment.
- Central data for students waiting for speech-language pathology, psychology or social work assessments is not available at this time due to the impacts of the COVID-19 pandemic. It is anticipated that this information will be available by 30 June 2021. Implementation of a technology solution for the central tracking of this data is in progress with an implementation scheduled for the Fall of 2021.

Specialized Health Support Services in School Settings

Purpose of the Standard

To provide details of the board's specialized health support services to the ministry and to the public.

Partnering with the Home and Community Care Support Services Champlain (HCCSSC) (formerly known as the Local Health Network (HCCSSC), and CHEO School-based Rehabilitation Services, below is a summary of the specialized health support services provided.

For further detailed information, please reference the list of programs and health information on the CHEO website, and the Home and Community Care Support Service Champlain (HCCSSC) website.

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Nursing	Home and Community Care Support Services Champlain (HCCSSC) contracted agencies	Attendance at an elementary or secondary school Student is under the care of a physician Student requires nursing care at school School principal/ personnel can identify student to HCCSSC by calling care coordinator Medical orders are required — will be obtained by care coordinator	HCCSSC care coordinator Attending physician	Medical staff and HCCSSC determine that services are no longer required Change in medical status	Case conference Parent(s)/ guardian(s) can appeal to HCCSSC Contact person —care coordinator HCCSSC appeals process under review
Nutrition	HCCSSC contracted nutritional agencies	Attendance at an elementary or secondary school Student is under the care of a physician Student has an Ontario Health Card Student requires nutritional care at school School principal/ personnel can identify/refer student to HCCSSC by calling case manages	HCCSSC care coordinator	Achievement of nutritional goals Student no longer requires/ benefits from nutrition services at school	Case conference Parent(s)/guardian(s) can appeal to HCCSSC Contact person — care coordinator HCCSSC appeals process under review
Physiotherapy (PT)	CHEO School-based Rehabilitation Services contracted therapy agencies	Attendance at an elementary or secondary school Has an Ontario Health Card Student requires physiotherapy to attend school School principal and personnel refer student to CHEO using the referral form	CHEO	Achievement of PT goals Student is not benefiting from therapy No follow-up support Student is uncooperative Parental request for termination of service Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person —care coordinator 613-745-8124 ext.4608 CHEO appeals process under review

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Occupational Therapy (OT)	CHEO School-based Rehabilitation Services contracted therapy agencies	Attendance at an elementary or secondary school Student has an Ontario Health card Student requires occupational therapy to attend school (has fine/gross motor difficulties, mobility concerns, issues with accessibility and safety issues impacting ability to access school environment) School principal and personnel refer student to CHEO School Health Professional Services using the Application Form	CHEO	Current Criteria for discharge from therapy include one or more of the following (for School-based Rehabilitation Services) - student is unable to practice and/or irregular attendance at therapy sessions -student is unable to participate in the therapy sessions/program - student and/or family no longer consent to professional interventions -student has strategies/program in place and ongoing practice required -student meets the criteria for mild speech articulation disorder -the student no longer meets the eligibility criteria for CHEO and/or therapy services (e.g. Invalid Ontario Health Card Number) NOTE: Students are not required to master the areas of difficulty identified by the therapist before being considered for discharge. School and home will continue to support the goals and strategies developed by the	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — care coordinator 613-745-8124 ext.4608 CHEO appeals process under review

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Occupational Therapy (OT) (*Continued*)				therapist, as a mastery of skill requires practice on a regular basis Re-admission may occur only if/when a new need/concern is identified.	
Speech and Language Assessment (Consultation, screening, informal and formal assessments)	Board staff - Speech-Language Pathologist (SLP) First Words	School referral to board SLP Intake information completed by parents	LST SLP First Words	Consultation, screening and/or assessment are completed Assessment is completed	Case conference
Speech and Language Tiered Intervention	Board staff – SLP (language and communication)	Tier 1 support at the request of school staff Student-specific referrals	SLP	Suggested support plan has been provided	Case conference
Speech and Language Support in Specific Specialized Program Classes	Board staff — SLP	Student placement in one of the following system classes: Language Learning Disability (primary & junior) Developmental Disabilities Program (senior kindergarten, primary & junior), Primary Special Needs (primary/junior) Autism Spectrum Disorder (primary, junior, intermediate)	School Multi-Disciplinary Team System class recommendation committee SLP	Student transferred out of the listed system classes to another placement	Case conference Appeal IPRC placement

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Articulation (mild): Parent Articulation Training Program (PAT-P)	Board staff- SLP	Student has mild articulation difficulty and is stimulable for targeted sounds	Board SLP Referring SLP in community (First Words, CHEO School-based Rehabilitation Services, CHEO CTC, private practice)	Workshop has been provided to parents	Case conference
Articulation (moderate to severe), motor speech, fluency, voice, resonance	CHEO School-based Rehabilitation Services	Attendance at an elementary or secondary school Student has an Ontario Health Card Student meets eligibility and behavioural criteria for direct therapy Student is in senior kindergarten or older School board or other SLPs refer student to CHEO using the School Health Professional Services Form after initial assessment	CHEO care coordinator Board staff — SLP pre-referral assessment (Board SLP determines eligibility for referral; CHEO therapist determines eligibility for service)	Discharged when presenting with a mild to moderate articulation problem. CHEO may discharge to Parent Articulation Training Program (PAT-P) Parental request for termination of service No follow-up support Student is uncooperative Further discharge criteria as per CHEO	Case conference Parent(s)/guardian(s) can appeal to CHEO Contact person — care coordinator 613-745-8124 ext.4608 CHEO appeals process under review
Administration of Prescribed Medications	Board staff — educational assistant (EA), teacher, principal, office staff	Request must be made in writing from the parent and physician Physicians must specify the medication, dosage, frequency, method, side effects, and the duration of administration (as per MOE Policy/ Program Memo. No. 81)	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s)	Case conference

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Catheterization	Board staff — EA (trained by appropriate agency) Student	Dependent or assistance required for catheterization	Physician Parent(s)/ guardian(s) Principal	Direction from physician and approval of parent(s)/ guardian(s) Independence achieved for self-catheterization Change in medical condition	Case conference
Suctioning **shallow** **deep**	Shallow suctioning — Board staff — EA Deep suctioning HCCSSC contracted agencies	Physician's direction Physiotherapy recommendation	HCCSSC care coordinator Medical staff	Direction from physician Change in medical condition	Case conference Appeal to HCCSSC
Lifting and Positioning	Board staff - EA trained by OT/PT from CHEO School-based Rehabilitation Services CHEO and Board OT/PT trainers	Dependent for lifting and positioning and transfers	CHEO OT/PT Physician Principal	Independence achieved for transfers Changes in medical condition Upon physician's or therapist's direction	Case conference
Assistance with Mobility	Board staff - EA Trained OT/PT Board staff- EA trained by OT/PT from CHEO School-based Rehabilitation Services	Dependence training or/assistance required for mobility Physician's Assessment	Principal OT/PT Board and CHEO	Effective and comfortable use of new equipment or adjusted equipment	Case conference

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedure for resolving disputes about eligibility and level of support (if available)
Feeding	Board staff- EA trained by OT or SLP HCCSSC contracted nursing agencies	Dependent assistance required for feeding Physician direction	Physician Principal HCCSSC care coordinator OT/SLP	Direction from physician and approval of parent(s)/ guardian(s) Change in feeding needs	Case conference
Toileting	Board staff - EA trained by appropriate professional/ agency	Dependent and/or requiring assistance for toileting	Principal Physician direction and parental approval	Direction from physician and approval of parent(s)/ guardian(s)	Case conference
Medical Dressing	Board staff - EA	Physician direction and parental approval	Physician Parent Principal	Physical direction and parental approval	Case conference

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Program Criteria: Nutrition (Registered Dietitian (RD) Services

- School support – appropriate physical environment/space is provided, participation of volunteers or parents/caregivers is facilitated by school, teacher/EA willing to work with RD to include strategies in school setting
- Adequate attention and behaviours for consultation
- Consistent follow up demonstrated in program

Discharge criteria include one or more of the following:

- Student needs can be met by outpatient clinic/services
- Student issues are strictly behavioural and no school board behavioural intervention is in place
- Student condition stable with weight being monitored by family physician/clinic
- Lack of student/family/school motivation or participation with program/recommendations
- Student has achieved treatment goals
- Student has strategies/program in place to be able to meet goals
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregiver do not feel need for treatment
- Student no longer demonstrates need for service

***General Role of RD**
Promote and/or Maintain Healthy growth related to nutritional recommended intake, changes with age, need for supplementation with feeds

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

School Health Support Services Service Guidelines –Occupational Therapy

Conditions/Service Need	Role of OT/Model of Service
Short Term needs Student with a specific functional problem requiring focused, short term intervention in one of the following areas: Age/developmental school productivity issues mobility issues environmental adaptations/accessibility (equipment) sensory processing issues Intervention is short term and specific in nature	In the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility Intervention and/or instructional strategies defined and taught to school staff and family/caregivers. Program and resources provided to school staff and family/caregivers Feedback to/from school staff/family/caregivers Ongoing re-evaluation as needed to revise goals and intervention strategies
Moderate term needs Student with one or more of the following functional problems: Age/developmental school productivity issues mobility issues environmental adaptations/accessibility (equipment) sensory processing issues Intervention will have a rehabilitation focus	Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility Intervention and/or instructional strategies defined and taught to school staff and family/caregivers Program and resources provided to school staff and family/caregivers Feedback to/from school staff/family/caregivers Ongoing re-evaluation as needed to revise goals and intervention strategies
Complex/Early Intervention Student with one or more of the following functional problems: physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability Intervention will focus on the establishment of optimal function in order to develop baseline for ongoing maintenance	Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility Intervention and/or instructional strategies defined and taught to school staff and family/caregivers Program and resources provided to school staff and family/caregivers Feedback to/from school staff/family/caregivers Ongoing re-evaluation as needed to revise goals and intervention strategies

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

School Health Support Services Service Guidelines –Occupational Therapy

Conditions/Service Need	Role of OT/Model of Service
Complex/Long Term Needs Student with one or more of the following functional problems: Physical disability affecting ability to function independently in school (safety, mobility, productivity), degenerative condition, chronic health condition, developmental disability Intervention will focus on prevention of deterioration and maximizing/maintenance of function Student experiencing developmental delay (global) or cognitive/physical disability may necessitate consultation throughout their school career Situation may need annual review and upgrading of programming	Assessment in the form of clinical observations, interview of parent/caregiver/teacher or standardized assessments may include: Fine motor skills, gross motor skills, motor coordination, visual perceptual skills, sensory processing, activities of daily living, accessibility and mobility Intervention and/or instructional strategies defined and taught to school staff and family/caregivers Program and resources provided to school staff and family/caregivers Feedback to/from school staff/family/caregivers If experiencing an episodic need for intense short term intervention student may receive additional visits For example: Facilitation with transition within school system Facilitation with transition to adult services Intermittent difficulties associated with growth/equipment changes Change in caregiver (school setting) Supportive care needs Sudden change in functional status Ongoing re-evaluation as needed to revise goals and intervention strategies

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Program Criteria: Occupational Therapy

- School support – appropriate physical environment/space is provided, participation of volunteers or parent/caregivers is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting
- Motivation and consent of student/caregiver to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework/exercises provided by OT
- Students are not eligible for service if they have ONLY behaviour difficulties, visual perceptual problems, or learning disabilities

Discharge Criteria- include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family do not feel need for treatment
- Student no longer demonstrates need for service

Service Model:

Intervention may be direct, consultative, one to one or via workshop or educational presentation to caregivers/school staff

OTTAWA-CARLETON
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School Health Support Services Service Guidelines – Physical Therapy

Conditions/Service Need	Role of PT/Model of Service
Short Term Physical challenges in the school setting – including difficulties participating in gym class, safe mobility within the school/schoolyard, stairs Non-deteriorating condition with minimal complications predicted Acute cardiorespiratory issues	Services include: Assess physical function and/or gross motor skills Develop intervention strategies Teach school staff, family/caregivers to review/feedback/upgrading of intervention/adaptation strategies as needed Evaluate safe implementation of program in school setting
Rehabilitation/Chronic Student with a disability which impacts on functional abilities of mobilization, transfers, cardiorespiratory status, demonstrating potential for improvement PT intervention to maximize progression of skills and optimize functional status Improve/Maintain mobility and orthopedic, gross motor and respiratory status Intervention may vary in response to changing needs and readiness Example: Physical impairment limiting ambulation with potential to effect level of independent mobility (e.g.: Borderline ambulatory vs. wheelchair mobility) Students may require additional visits post surgery/ post botox	Services include: Assessment of physical function, setting goals with students, school staff and family to maximize physical function in the school setting Intervention strategies developed and taught to school staff and family/caregivers Prescription of equipment Collaboration with school staff in development of IEP plan/goals Ongoing evaluation of safe implementation of program in school setting Ongoing re-evaluation as needed to progress goals and intervention strategies
Complex/Long term Needs Student with a disability which impacts on functional abilities of mobilization, transfers and cardiorespiratory status PT intervention to maintain/delay deterioration of mobility, orthopedic, gross motor and respiratory status Intervention may vary in response to changing needs and readiness	Services include: Assessment of physical status/function, setting goals with students, school staff and family to maintain physical function in the school setting Intervention strategies developed and taught to school staff and family/caregivers Prescription of equipment Collaboration with school staff in development of IEP plan/goals Ongoing evaluation of safe implementation of program in school setting Ongoing re-evaluation as needed to revise goals and intervention strategies

*** All guidelines include assessment, conferencing, and consultation**

Program Criteria: Physical Therapy

- School support – appropriate physical environment/space is provided for gross motor activities, participation of volunteers or parents is facilitated by school, teacher/EA willing to work with therapist to include strategies in school setting
- Parent/caregiver involvement in physio program
- Motivation and consent of student to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework/exercises provided by PT
- Service model is abilities based – based on goals of child, school and family – goals are task oriented
- An identified gross motor difficulty impacting on school participation and safety in the school setting

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregivers do not feel need for treatment
- Student no longer demonstrates need for service

Services:

Intervention may be consultative, one to one or via workshop or educational presentation to family/caregivers/school staff

OTTAWA-CARLETON
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School Health Support Services Speech Language Pathology Service Guidelines

Community Care Access Centre provides speech therapy for children and youth with a health based need for speech services. School boards are responsible for providing these services to children/youth who have a language disorder. This is inclusive of private and home schools. School boards are also responsible for the treatment of mild articulation disorders. (Mild articulation = no processes involved OR 1-2 sound errors regardless of age OR errors fall within the child's development range OR sound patterns associated with that of first language (ESL) OR W for R or Frontal Lisp, or lateral lisp on s, z only, tongue thrust).

Students who are identified with physical, neurological, and/or cognitive difficulties may have an impeded rate of progress. It is anticipated that therapeutic strategies will require more time. Student MUST meet eligibility criteria of continued measurable progress and consistent support from home and school must be evident.

Conditions/Service Need	Eligibility criteria	Role of SLP/Model of Service
Moderate to severe articulation/phonological disorder **Moderate –** 3-6 sound errors are noted OR phonological processes (including atypical errors) may be involved AND errors noticeably reduce intelligibility (e.g. lateralization of most or all fricatives with significant negative effect on intelligibility) **Severe** –more than 6 sound errors, processes involved, intelligibility is severely reduced	Must have SLP referral and assessment Must have current SLP report (within last 12 months)	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Complex/Medically Fragile DE children only DE children ONLY where model is different & SLP is addressing language development and/or swallowing risks		Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop

Conditions/Service Need	Eligibility criteria	Role of SLP/Model of Service
Motor Speech Disorder Mild- Moderate -3-6 sound errors, processes may be involved, errors are inconsistent over repeated trials, intelligibility is noticeably reduced Severe – more than 6 sounds errors are noted, processes may be involved, errors are inconsistent over repeated trials, intelligibility is severely reduced Profound - Efforts to speak/vocalize but limited sound system Oral motor difficulties must impact intelligibility or contribute to feeding and/or swallowing difficulties	Must have SLP referral and assessment Must have current SLP report (within last 12 months); neurology report if available	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Fluency disorder Dysfluent in first language Tension Secondary behaviours – avoiding words/avoidance of situations Effortful speech, struggle Demonstration of social +/or vocational limitation (s) as result of fluency disorder	Must have SLP referral and assessment Must have current SLP report (within last 12 months) Client motivation – key with referral	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Voice / Resonance disorder Vocal fold pathology identified by ENT resulting in poor voice quality including: Rough Hoarse Whispery Mild/Moderate - vocal production impacts on daily communication Severe - vocal production is markedly affected Majority of communication may require non-verbal techniques Atypical hypo or hyper nasality Nasal Air Emission	ENT report required Eligibility for ongoing services – expectation of clinical changes in first 3 months – if not, service not continued and client referred for more appropriate intervention Report from cleft palate team, if involved	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop

Conditions/Service Need	Eligibility criteria	Role of SLP/Model of Service
Multiple Needs Experiencing moderate to severe difficulties in more than on treatment area/category of speech remediation including: articulation, oral motor, fluency and voice difficulties	Must have SLP referral and assessment Must have current SLP report (within last 12 months)	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Alternative and Augmentative Communication Resource to school on short term basis within scope of practise and service mandate; transition to school board staff for ongoing services	If AAC device is primary method of communication – school board responsibility If secondary device to augment speech production – shared mandate of School board and SBRS	Direct treatment and/or consultative individually or in group Consult as required Provide home program Education, consultation and training of client/parent/school personnel Clinic/workshop
Assessment and Discharge	Following assessment client does not meet eligibility criteria (may be due to improvements while waiting for service; may have been inappropriately referred) SLP will complete assess/discharge report	No service provided

NOTE: The **Referral for Same Need** category has been eliminated. Please reassess the child and put them into the most appropriate category above.

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Program Criteria: Speech Language Pathology Service

- The student must display – appropriate motivation, attention, language, behaviour and cognitive ability to participate in an individual speech therapy session of a minimum of 30 minutes in length
- The SLP assessment report accompanying the referral to include child's status of those components
- The student must display – language skills that are equal to or greater than demonstrated speech skills
- Students who require significant language stimulation will be discharged back to the care of the school board speech language pathologist
- SLP report including an assessment on language skills (within past year) where there are identified concerns, from referring agency SLP/school board SLP/private SLP
  Exception: a child with diagnosed developmental delays, a report within the last two years will be accepted if accompanied with a statement by the referring SLP regarding the validity of the report
- Referral must be initiated by an SLP; if no identified concerns then a statement on language skills (within past year) is required from SLP
- Stimulability for speech sounds
- School support – appropriate physical environment/space is provided; participation of volunteers or family/caregivers is facilitated by school; teacher/EA willing to work with therapist to include strategies in class work
- Family/caregiver to attend minimum of one session
- Motivation and consent of student to participate
- Adequate attention and behaviours for assessment/treatment sessions
- Consistent follow up demonstrated in supplemental program/homework provided by SLP

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of client at sessions
- Student meets criteria for mild articulation
- Degree of progress does not warrant ongoing intervention
- Student and/or family/caregiver do not feel need for treatment
- Student no longer demonstrates need for service

Categories and Definitions of Exceptionalities

Purpose of the Standard

To provide information on the categories and definitions of exceptionalities available to the public, including parent(s)/guardian(s) and community associations.

Some students have special needs that may require additional support beyond what is provided through regular instructional and assessment practices. Students who have behavioural, communication, intellectual, physical or multiple exceptionalities, may require special education programs and /or services to benefit fully from their school experience. These may take the form of accommodations such as specific teaching strategies, preferential seating, and assistive technology and/or modifications (i.e., changes in grade level expectations in a particular course or subject). Such students may be formally identified by an Identification, Placement and Review Committee (IPRC) as “exceptional pupils”.

According to the Ministry of Education:

An **exceptional pupil** is one whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she requires placement in a special education program by a committee of the board of which the pupil is a resident pupil.

A **special education program** is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special education services are defined as facilities and resources, including support personnel and equipment necessary for developing and implementing a special education program.

All decisions about exceptionality and student placements are made through the Identification, Placement, and Review Committee (IPRC) process. The Ministry of Education sets out categories and definitions of exceptionalities that must be used by school boards when determining a student is “exceptional”. If a student is deemed to be exceptional, the IPRC will decide the appropriate “placement” for the student, using criteria developed by the OCDSB as well as taking into account parental preference. The goal of the IPRC is to determine the most appropriate learning environment to maximize the student’s potential. For more information about the IPRC process or

special education placements offered in the OCDSB, please refer to these sections within this document.
The chart of student exceptionalities below is set out by the Ministry of Education and is in alignment with the Education Act. It is organized by exceptionality category, specific exceptionality identification, and specific exceptionality definition. An identification of exceptionality is not the same as a diagnosis provided by a psychologist or medical professional.

Category	Exceptionality	Definition
Behavioural	Behaviour	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following: an inability to build or to maintain interpersonal relationships; a) an inability to build or to maintain interpersonal relationships; b) excessive fears or anxieties; c) a tendency to compulsive reaction; d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.
Communicational	Autism	A severe learning disorder that is characterized by disturbances in: • rate of educational development; • ability to relate to the environment; • mobility; • perception, speech, and language; b) lack of the representational symbolic behavior that precedes language.
	Deaf and Hard-of-Hearing	An impairment characterized by deficits in language and speech development because of diminished or non-existent auditory response to sound.

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Category	Exceptionality	Definition
Communicational (Continued)	Language Impairment	A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may: a) involve one or more of the form, content, and function of language in communication b) include one or more of the following: • language delay • dysfluency • voice and articulation development, which may or may not be organically or functionally based.
	Speech Impairment	A disorder in language formulation that may be associated with neurological, psychological, physical, sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.
	Learning Disability	One of a number neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that: Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range; a. results in: • academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or

Category	Exceptionality	Definition
Communicational *(Continued)*	Learning Disability *(Continued)*	b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support • results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making); • may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities; • is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.
Intellectual	Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Category	Exceptionality	Definition
Intellectual	Mild Intellectual Disability	A learning disorder characterized by: a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; b. an inability to profit educationally within a regular class because of slow intellectual development; c. a potential for academic learning, independent social adjustment, and economic self-support.
	Developmental Disability	A severe learning disorder characterized by: a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; b. an ability to profit from a special education program that is designed to accommodate slow intellectual development; c. a limited potential for academic learning, independent social adjustment, and economic self-support.
Physical	Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.
	Blind and Low Vision	A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.

Category	Exceptionality	Definition
Multiple	Multiple Exceptionalities	A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Special Education Placements Provided by The OCDSB

Purpose of the Standard

To provide the Ministry and the public with details of the range of placements provided by the Board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.

Learning For All, Kindergarten to Grade 12

"*Learning for All, K-12"* describes the educational approaches that are based on one of the most important findings of educational research since 2000 – namely, that all students learn best when instruction, resources, and the learning environment are well suited to their particular strengths, interests, needs and stage of readiness." (2013, p.8)

The OCDSB offers a variety of placement options from least restrictive to most supportive. *Regulation 181/98, Section 17* made under the *Education Act* states:

(1) When making a placement decision....(the Identification Placement and Review Committee) shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education services,

(a) would meet the pupil's needs; and

(b) is consistent with parental preferences.

(2) if, after considering all of the information obtained by it or submitted to it under Section 15 that it considers relevant, the committee is satisfied that placement in a regular class would meet the pupil's needs and is consistent with parental preferences, the committee shall decide in favour of placement in a regular class.

A regular class placement is considered the first option for a placement when it is able to meet the student's needs and is consistent with parental preferences. When a student is placed in a specialized program class placement, integration continues to be maximized to the greatest degree possible, based on the individual needs of students. Students can be integrated into the regular classroom in a variety of ways. These ways include, but are not limited to, the following:

- participation in activities and subjects in areas of strength;
- participation in any subjects such as physical education, art, music, and drama;
- participation in school based activities;
- participation in social activities;
- peer helper initiatives;

- reading buddies;
- differentiated/modified curricular expectations and evaluation;
- accommodations (e.g., preferential seating, assistive technology);

During the 2020-2021 school year, all districts in the province of Ontario have been required to offer both in-person learning and virtual learning options. The overview of related information can be found in Policy/Program Memorandum No. 164 . Beginning in September 2020, OCDSB special education learners in the regular classroom were offered either in-person learning, or the option of attending one of the Ottawa-Carleton Virtual (OCV) campuses. Individualized support was provided to special needs students in their respective setting and based on their Individualized Education Plan. Students in a specialized program class were offered the option of attending in-person or remotely in a blended model. The classroom team for each specialized program class worked collaboratively with parents / guardians via a variety of platforms to support each individual student's needs.

Student Program Placement Options (Ministry of Education)

Regular class with indirect support
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular class with resource assistance
The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Regular class with withdrawal assistance
The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

Special education class with partial integration
The student is placed by the IPRC in a special education class where the student–teacher ratio conforms to *Regulation 298, section 31*, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

Special education class full time
A student is placed by the IPRC in a special education class, where the student–teacher ratio conforms to *Regulation 298*, section 31, for the entire school day.

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Referral Process for Specialized Program Classes
The parent(s)/guardian(s) of the student must be consulted and included in the preparation of a referral to a specialized program class. As the referral process is a collaborative process between the student's parents / guardians and the home school, effective practice includes a parent being well informed of the placement and it's criteria prior to supporting the completion of a referral to a specialized program class. Schools submit referrals and all required documentation to a central referral committee.

Autism Spectrum Disorder Secondary Credit Program (ASDSCP)
Autism Spectrum Disorder Program (ASDP)
Behaviour Intervention Program (BIP)
Blind/Low Vision (B/LV)
Deaf/Hard-of-Hearing Program (D/HH)
Developmental Disabilities Program (DDP)
Dual Support Program (DSP)
General Learning Program (GLP) / Storefront
Gifted Specialized Program (Elem/Sec) *
Language Learning Disability Program (LLD)
Learning Disability Program (LD)
Physical Support Program (PSP)
Primary Special Needs (PSN)

*Note: At the secondary level, gifted students wishing to attend congregated specialized gifted courses may apply directly to the designated secondary school that offers gifted as determined by their place of residence.

- A referral review committee consisting of learning support consultants (LSC),multi-disciplinary LSS personnel, and principals as appropriate reviews each referral and determines if the referral meets criteria for the specialized program class.
- If the referral review committee recommends a placement, the school will review this recommendation as a part of the IPRC process.
- If the IPRC deems this as an appropriate recommendation and it is confirmed that a space is available to offer a student this recommended placement, then the principal of the sending school is contacted regarding an offer.
- The principal contacts parent(s)/guardian(s) for a response within 48 hours, and then advises the referral review committee of the parent's response. If applicable, parent(s)/guardian(s) then contact the receiving school as soon as possible.
- The principal of the sending school conducts an IPRC. If there are extenuating circumstances due to year-end timelines, the IPRC may be convened at the receiving school in early September. The parent/guardian will have completed a

registration and requested specialized transportation forms as needed for the student.

- All specialized class placements are age / grade appropriate only

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Category: Behaviour
Exceptionality: Behaviour

Ministry Definition
A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following:

a) an inability to build or to maintain interpersonal relationships;
b) excessive fears or anxieties;
c) a tendency to compulsive reaction;
d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof;

Special Education Class for Behaviour (Behaviour Intervention Program)
(12 elementary classes, 56 secondary sections)

Placements
• Behaviour Intervention Programs (BIP) at the following levels: primary, junior, intermediate, and senior • up to eight students per class
Admissions Criteria
• typically exhibits many or all of the following behaviours: verbal aggression, physical aggression, a profound inability to build or maintain interpersonal relationships, excessive anger, severe non-compliance, extreme lack of impulse control, extreme low self-esteem, extreme defiant behavior, extreme difficulty coping in the community school, an inability to learn that cannot be traced to intellectual, sensory, or other health factors • accommodations for learning are essential in order to access the curriculum
Criteria for Change in Placement
• the behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school • has social and/or academic needs that can be met more successfully within a different specialized program class • has been integrated and demonstrated the ability to succeed in a regular class or with/without support from LRT and/or LST • no longer benefiting or requiring a specialized placement • evidence of ongoing successful integration

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Special Education Class for Behaviour (Behaviour Intervention Program) (*continued)*

Available Resources
• one teacher with special education qualifications (Parts I and II) • educational assistant • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- Focus of the program is to provide a structured learning environment and an opportunity to develop appropriate social skills;
- Program allows for integration into regular classrooms and/or school activities;
- An IEP containing specific expectations with a focus on behaviour is designed for each student according to learning needs and abilities;
- This plan is based on, and modified by, the results of continuous assessment and evaluation and is shared with parent(s)/guardian(s) on an ongoing basis;

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEPs
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- Education and Community Partnership Program (ECPP)
- regular classroom with monitoring from the LST and/or LRT
- regular classroom with support from the LST and/or the LRT

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Category: Communication

Exceptionality: Autism

Ministry Definition
A severe learning disorder that is characterized by:

a) disturbance in:
- rate of educational development
- ability to relate to the environment
- mobility
- perception, speech, and language

b) lack of the representational symbolic behaviour that precedes language.

Special Education Classes for Autism (ASDP) and Autism Credit Support Program (ASDCSP)
(35 elementary classes, 136 secondary sections) and (32 secondary sections)

Placements
• specialized classes at the following levels: kindergarten, primary, junior, intermediate, and senior • 6 students per class*
Admissions Criteria
• a diagnosis of Autism Spectrum Disorder in the pervasive developmental disorder (PDD) category as specified by DSM-V • documented evidence of impaired communication, social skills, and an uneven learning profile
Criteria for Change in Placement
• has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of ongoing successful integration
Available Resources
• one teacher with special education qualifications (Parts I and II) • educational assistants • Learning Support Services personnel provide assessment and consultative services to the special education teacher

* Note: There are 10 students in each of the Autism Credit Support Program (ASDCSP) classes. The allocation of educational assistant is determined by student needs in each of the ASDCSP.

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Program

- Emphasis is on functional literacy and numeracy skills, communication, social, life skills, and age-appropriate behaviour
- Goals are specific, measurable, attainable, relevant, and timely (SMART) and chosen from the following domains: behaviour, communication, life skills (self-help, vocational, and work experience), academics, gross and fine motor skills, community living, and integration
- Programming is based on the expectations outlined in the IEP which is coordinated by the classroom teacher in consultation with the assigned speech-language pathologist and psychologist

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEPs
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process
- It is expected that students will integrate into the mainstream to the greatest degree possible

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- Care and Treatment program (CTCC)
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

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Exceptionality: Deaf and Hard of Hearing

Ministry Definition
An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound. Audiological assessment data is required to support identification.

Special Education Class for Deaf (D/HH)
(1 elementary class and 8 secondary sections)

Placements
• regular class with specialized support from Itinerant Teacher Deaf/Hard of Hearing (ITD/HH) • other specialized program with consultation or direct service from ITD/HH • specialized program with a Specialist Teacher of the Deaf/Hard of Hearing • up to 10 students per class
Admissions Criteria
• documented hearing loss • use of hearing aids/cochlear implant • method of communication is through hearing and speech • meets criteria for other specialized program in addition to deaf/hard of hearing exceptionality • method of communication is through sign language (American Sign Language)
Criteria for Change in Placement
• change in hearing loss or performance • needs are not being met in regular class • student requires more than 5 hours, per week, support from ITD/HH • change in method of communication • identification of additional exceptionality • evidence of ongoing successful integration • change in hearing loss or performance, i.e., acquisition of a cochlear implant and requires auditory-verbal/ Oral therapy • student requires/ requests placement in Provincial School setting • identification of additional exceptionality
Available Resources
• FM system and other equipment, as needed including maintenance • teacher with qualifications in Deaf Education • educational assistant allocated based on students' needs • Learning Support Services personnel provide assessment and consultative services to the special education teacher

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Program

- ITD/HH support is based on the Auditory-Verbal Method unless requested otherwise, and is available from K to 12. Program includes development of speech, language, auditory skills and support of the Ontario Curriculum;
- Specialized Classes for the D/HH use sign language (ASL) and English to deliver the Ontario Curriculum, with modifications as required. There is one class at the elementary level for JK to grade 8 students and one at the secondary level for students in grade 9 to 12. The program includes the development of receptive and expressive language skills. For most students, integration into regular classrooms and school activities is considered to be an essential part of this program
- An IEP is developed for each student with specific learning expectations. This plan, which is developed collaboratively with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year and may include informal checklists, standardized testing, teacher observation, and language checklists. OCDSB report cards and IEPs formally record the student's progress
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include provincial schools for the deaf, school for the blind and deaf–blind, and Francophone schools for the deaf, blind, and deaf–blind.

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Exceptionality: Language Impairment

Ministry Definition
A learning disorder characterized by impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

a) involve one or more of the form, content, and function of language in communication
b) include one or more of the following:
   - language delay
   - dysfluency
   - voice and articulation development, which may or may not be organically or functionally based

Special Education Class for Language Learning Disabilities (LLD)
(11 elementary classes)

Placements
• specialized classes at the following levels: • primary and junior • up to 10 students per primary class • up to 12 students per junior class
Admissions Criteria
• exhibits severe language learning difficulties on a speech/language assessment • average to above- average intellectual ability as measured on a psychological assessment • language learning disability or mixed receptive-expressive language disorder as appropriate to age and grade level
Criteria for Change in Placement
• mildly delayed language functioning overall (one or more areas of language may still indicate moderate delays) on a speech/language assessment completed within the last 12 months • academic performance is within one grade level of the student's integrated class placement • has academic and/or social needs that could be met more successfully within a different special-class setting • has the ability to succeed in a regular class with LST/LRT support • no longer benefiting from specialized placement • evidence of ongoing successful integration

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Special Education Class for Language Learning Disabilities (LLD) *(continued)*

Available Resources
• one teacher with special education qualifications (Parts I and II) • Learning Support Services personnel provide assessment and consultative services to the special education teacher • speech-language pathologists provide additional programming support

Program

- The focus of the Language Learning Disability Program is to provide the appropriate learning environment that will facilitate the development of the student's expressive and receptive language and phonology skills to enable academic achievement.
- Students who exit the LLD Specialized Program Class in Grade 6 are supported through the Intermediate LLD (ILLD) model, which offers a range of services (e.g., direct in-class coaching, co-planning of curricular activities, targeted professional development) to teachers to support their students with LLD in grades 7 and 8 within the students' intermediate placement (e.g., regular program, Learning Disability Specialized Program Class or General Learning Program). The ILLD model offers support to the teachers with the goal of increasing the students' independence with strategy application and learning over time.
- Programs are equipped with special education and language development materials.
- An IEP containing specific expectations is designed for each student according to individual learning needs and abilities. This plan, which is shared with parent(s)/guardian(s), is based on, and modified by, the results of continuous assessment and evaluation
- It allows for integration into regular classrooms and/or school activities

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP and Learning Support Services reports
- The progress of a student who has been identified as an exceptional pupil and has a placement is formally reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT



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Exceptionality: Speech Impairment

Ministry Definition

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages and that may be characterized by impairment in articulation, rhythm, and stress.

Placements
• regular classroom with monitoring from the LST/LRT
Admissions Criteria
• mild to moderate articulation problems • moderate to severe articulation problems • cleft palate • voice disorder • fluency disorder • phonology disorder
Criteria for Change in Placement
• frequency and intensity are individualized depending upon needs as determined by the school speech-language pathologist (5 years of age to grade 8) • after grade 8, an assessment, consultation or home/school suggestions upon request • consultation • screening • formal/informal testing • CHEO School Based Rehabilitation Services discharge their cases when they reach the mild to moderate level. They may refer to the PATP or community agencies as appropriate
Available Resources
• classroom teacher • speech-language pathologist • CHEO School-based Rehabilitation Services • parent(s)/ guardian(s), and volunteers • Parent Articulation Training Program (PATP) • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Service Delivery Model
Speech-language pathologists:

- provide assessment, intervention and consultation to students fromKindergarten through Grade 12, who may present with a wide range of speech and language disorders and exceptionalities
- provide a wide range and level of support to students in designated special education programs, including ASD, PSN, the DD , LDSIP and LLD
- provide training to support teachers and parent(s)/guardian(s) in their work with children who have speech and language disorders
- provide Parent Articulation Training Program (PATP) for parents to facilitate their child's speech goals (targeting mild articulation difficulties)
- provide therapy (CHEO School Based Rehabilitation Services) as per mandate

Exceptionality: Learning Disability (LD SIP and LDP)

Ministry Definition
One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in
    a. academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or
    b. academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behavior and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences;

lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction.

Special Education Class for Learning Disabilities (LD)
(14 elementary classes, 71 secondary sections)

Placements
• specialized classes at the following levels: junior, intermediate, and senior • up to eight students per class
Admissions Criteria
• evidence of significant learning difficulties with impairment in reading, and/or writing, and/or mathematics which has not responded to targeted interventions • evidence of cognitive strength • average (greater than the 25th percentile) intellectual ability as measured on a psychological assessment • requires intensive instructional support • has severe to profound difficulty in learning and in processing information **Secondary**: requires accommodations and/or modifications in academic areas that rely on reading, and/or writing, and/or written expression and/or mathematics and is able to work towards credit bearing, grade level curriculum expectations when using individualized accommodations
Criteria for Change in Placement
• current assessments indicate student no longer meets learning disabilities program admission criteria • has academic (as demonstrated by current assessment) and/or social needs that could be met more successfully within a different special class setting, or a provincial school or CTCC placement • has an ability to succeed in a regular class with LST/ LRT support • no longer benefiting from specialized placement • evidence of ongoing successful integration • graduated from High School and/or achieved OSSD
Available Resources
• one teacher with special education qualifications (Parts I and II) • LSS personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to develop academic, communication, social, organizational and self-advocacy skills
- Intensive instructional support is provided for language and mathematics in the junior and intermediate programs

- Credit courses are offered through the secondary program
- An IEP containing specific expectations is designed for each student according to learning strengths and needs. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)
- Integration into regular/larger classrooms and school activities is considered to be an essential part of this program

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified exceptional student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- provincial demonstration schools (English and French) for students with severe learning disabilities
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

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Exceptionality: Giftedness

Ministry Definition

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Special Education Class for Gifted Students (Gifted)
(15 elementary classes, 141 secondary sections (53 fully congregated, 88 secondary split sections)

Placements
• specialized classes at the following levels: primary, junior, intermediate and senior • up to 20 students per class grades 1-3 • up to 25 students per class in grades 4-8 • up to 28 students per class in grades 9-12
Admissions Criteria
• very superior intellectual ability as measured on a psychological assessment
Criteria for Change in Placement
• has academic and/or social needs that could be met more successfully within a different classroom setting • no longer benefiting or requiring a specialized placement • evidence of ongoing successful integration
Available Resources
• one teacher with special education qualifications (Part I) • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- All students work towards the grade expectations outlined in the Ontario curriculum. The aim of the gifted program is to provide enrichment rather than acceleration
- Students have the ability to work through the curriculum at a faster rate, thus allowing more time to study the topics in greater depth
- The development of thinking skills is encouraged
- The program is designed to encourage problem solving, working cooperatively, and self and peer evaluation based on criteria determined by the teacher and students

- Application of learning is emphasized after students have demonstrated mastery of basic skills
- An open-ended curriculum allows students to explore areas of interest and incorporate creative talents into their learning
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation. The IEP is developed collaboratively by school staff with parent(s)/guardian(s)

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a student formally identified as exceptional is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

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Exceptionality: Mild Intellectual Disability

Ministry Definition
A learning disorder characterized by:

a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
b. an inability to profit educationally within a regular class because of slow intellectual development
c. a potential for academic learning, independent social adjustment, and economic self-support

Special Education Class for Mild Intellectual Disability/General Learning Program (GLP) (13 elementary classes, 112 secondary sections)

Placements
• specialized classes at the following levels: junior, intermediate and senior • up to 16 students per class
Admissions Criteria
• scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability • significant delays in academic progress • evidence of delays in social/emotional development • in the age-equivalent range of grade 4 to secondary
Criteria for Change in Placement
• does not require the same degree of alternative programming • has academic and/or social needs that could be met more successfully within a different special class setting • has the ability to succeed in a regular class with LST/LRT support and with appropriate accommodations and modifications • no longer benefiting from specialized placement • evidence of ongoing successful integration
Available Resources
• one teacher with special education qualifications (Part I with Part II preferred) • one educational assistant per class • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to develop academic and life skills
- An IEP containing specific expectations is designed for each student according to the learning needs and abilities. This plan, developed collaboratively with



parent(s)/guardian(s), is based on and modified by results of continuous assessment and evaluation
- The program allows for integration into regular classrooms and/or school activities
- Curriculum is modified to meet the individual needs of students

Evaluation Methods
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process
- It is expected that students will integrate into the mainstream to the greatest degree possible

Alternative Placements
The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

Special Education Class for Students with Mild Intellectual Disabilities (MID) or Developmental Disabilities (Storefront Program) – (1 secondary class)

Placements
• system-based Storefront Program for students with special education needs aged 18–21 years of age with MID or a developmental disability • up to twelve students
Admissions Criteria
• students must be 18 years of age • students must currently be attending a program for students with mild intellectual disability or developmental disability • students must have supporting documentation which will include: written recommendation of the sending school/program, completed transition skills checklist, and written evaluations regarding previous successful work experience •

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Special Education Class for Students with Mild Intellectual Disabilities (MID) or Developmental Disabilities (Storefront Program) *(continued)*

Criteria for Change in Placement
• ends the year in which the student reaches the age of 21 • has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of on-going successful integration
Available Resources
• one teacher with special education qualifications • one educational assistant is assigned to the class as a job coach • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

Upon completion of the program, it is hoped that students will be prepared for paid work or a community placement with a minimum of supervision.

- The students work in the community five mornings per week, 2.5 hours daily, for seven to eight weeks
- As part of the Storefront program, students will participate in a variety of work-experience placements
- The life skills component of the program is delivered in the afternoons
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- OCDSB report cards and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST
- regular classroom with support from the LST

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Exceptionality: Developmental Disability

Ministry Definition
A severe learning disorder characterized by:

a. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
b. an ability to profit from a special education program that is designed to accommodate slow intellectual development
c. a limited potential for academic learning, independent social adjustment, and economic self-support

Special Education Class for Students with Developmental Disabilities (Semi-Integrated) (DDP) (10 elementary classes, 96 secondary sections)

Placements
• semi-integrated specialized classes at the following levels: primary, junior intermediate, and senior • up to 10 students per class
Admissions Criteria
• moderate to severe delays in intellectual ability as measured on a psychological assessment • serious delays in academic progress • moderate to severe delays in adaptive functioning • be able to profit educationally, socially, and emotionally from a semi-integrated class in a regular school, with opportunities for appropriate supported integration • be able to take care of basic personal needs, with a minimum of additional support
Criteria for Change in Placement
• has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of on-going successful integration
Available Resources
• one teacher with special education qualifications (Part I) • educational assistant • half-time job coach is assigned to each class at the secondary level • Learning Support Services personnel provides assessment and consultative services to the special education teacher

Program

- Programming in a specialized classroom offers opportunities to integrate with age-appropriate peers

- The focus of the program is to develop basic life skills along with a functional academic skills component
- The curriculum is modified, and/or alternative curriculum expectations are provided, to meet the individual needs of students
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on progress reports, report cards and/or IEPs
- The IEP includes a transition plan and should include work experience opportunities wherever possible

Special Education Class for students with Developmental Disabilities (Specialized Schools) (25 elementary classes total between the two schools)

Placements
• specialized schools with classes at the following levels: kindergarten, primary, junior, intermediate and senior • up to eight students per class
Admissions Criteria
• moderate to severe delays in intellectual ability as measured on a psychological assessment • serious delays in academic progress • moderate to severe delays in adaptive functioning
Criteria for Change in Placement
• has social and/or academic needs which can be met more successfully within another placement • no longer benefiting from specialized placement • evidence of ongoing successful integration
Available Resources
• one teacher with special education qualifications (Part I) • educational assistants • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

Clifford Bowey Public School and Crystal Bay Centre for Special Education offer specialized school settings for pupils with developmental disabilities.

- Focus of the program is to develop life skills which include communication skills, self-help skills, and an introduction to basic academic skills

- CHEO School Based Rehabilitation Services provide support for therapy-based programming in the areas of occupational therapy and physiotherapy. Home and Community Care Support Services Champlain (HCCSSC) provide nursing support.
- An IEP containing specific expectations is designed collaboratively for each student according to learning needs and abilities. The IEP is based on, and modified by, the results of continuous assessment and evaluation
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and/or IEP
- It includes a transition plan and should include work experience opportunities, as appropriate

Category: Physical

Exceptionality: Physical Disability

Ministry Definition
A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

Special Education Class for Physical Disabilities/Physical Support Program (PSP)
(2 elementary classes, 24 secondary sections)

Placements
• specialized classes at the following levels: primary, junior, intermediate, and senior • up to 12 students per class
Admissions Criteria
• medical diagnosis of a physical disability with significant programming adaptation requirements
Criteria for Change in Placement
• the student's physical condition no longer requires therapeutic interventions offered in the program • the student's needs will be better met in an alternate placement • no longer benefiting from specialized placement • evidence of ongoing successful integration

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Special Education Class for Physical Disabilities/Physical Support Program
(continued)

Available Resources
• one teacher with special education qualifications (Parts I and II) • Educational assistants allocated based on students' needs • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- At the elementary and secondary level, the physical support programs address the academic and physical needs of students at the appropriate level
- An IEP containing specific expectations is designed for each student reflecting learning needs and abilities
- CHEO School Based Rehabilitation Services provides support for therapy-based programming in the areas of occupational therapy, physiotherapy, nursing and speech disorders (if eligible)
- There is ongoing liaison with CHEO Development and Rehabilitation (Children's Treatment Centre services) for those students who enter from this service.

Evaluation Methods

- Assessment and evaluation are ongoing throughout the year. OCDSB Report Cards, Alternative Report Cards (if applicable) and IEPs formally record the student's progress
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- Other special education placement options if appropriate
- CHEO School (Early Intervention Program – JK/SK levels – option if appropriate)
- Regular classroom with support from the LST/LRT
- Regular classroom with monitoring from the LST/LRT

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Exceptionality: Blind and Low Vision

Ministry Definition
A condition of partial or total impairment of sight or vision that, even with correction, affects educational performance adversely.

Placements
• regular classroom with specialized support
Admissions Criteria
• 20/70 or worse in best eye with best correction as determined by an ophthalmological/optometry report
Range of Support
• blind students generally receive up to 50 per cent itinerant support depending on needs (e.g., braille, tactile and adaptive program) • blind students usually require more intensive support • low vision support is individualized (from itinerant 1–2 times a week to monitoring visits 2–4 times a year)
Available Resources
• teacher with specialized qualification in Blind/Low Vision. May also have certification to teach orientation and mobility • orientation and mobility instructor • classroom teacher • Educational assistants allocated based on student's needs • Learning Support Services personnel provide assessment and consultative services to the special education teacher • specialized equipment as needed

Program/Service Delivery Model
ITB/LVs provide:

- A school-based functional vision assessment to determine frequency of service and educational strategies
- Direct instruction in Braille and other tactile learning strategies
- Adaptation of curriculum materials (Braille, e-text, auditory, large print)
- Orientation and mobility instruction (safe travel techniques)
- Training in specialized equipment including computer hardware and software, optical aids, and other specialized equipment used in the classroom
- Provide consultation and support to schools concerning needs related to vision

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Evaluation Methods

- Student's visual efficiency, tactile learning, orientation and mobility, and alternate skills are assessed regularly by the itinerant teacher, including functional vision assessments, observation and checklists
- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB report cards and IEP, as well as anecdotal reports where appropriate
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- Other special education placement options if appropriate
- Provincial school for the blind and deaf–blind, and the Francophone school for the deaf, blind, deaf–blind and for those with learning disabilities
- Regular classroom with monitoring from the LST/LRT
- Regular classroom with support from the LST/LRT

Category: Multiple

Exceptionality: Multiple

Ministry Definition

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Range of Placements

Depending on the student's strengths and needs, placements can range from a regular class to a special education class. While there are no special education classes devoted to students with multiple exceptionalities, these students' program needs can be met in a variety of placements.

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DISTRICT SCHOOL BOARD

Exceptionality: Mild Intellectual Disability and Behaviour

Ministry Definition of Mild Intellectual Disability

A learning disorder characterized by:

a. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
b. an inability to profit educationally within a regular class because of slow intellectual development
c. a potential for academic learning, independent social adjustment, and economic self-support

Ministry Definition of Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance; and that may be accompanied by one or more of the following:

a. an inability to build or to maintain interpersonal relationships
b. excessive fears or anxieties
c. a tendency to compulsive reaction
d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof

Special Education Class for students requiring a Dual Support Program (DSP)

(3 elementary classes; 40 secondary sections)

Placements
• specialized classes at the following levels: junior, intermediate, senior • up to ten students per class
Admissions Criteria
• significantly below-average intellectual potential as measured on a psychological assessment • serious delays in the acquisition of fundamental academic skills exacerbated by behaviour problems • impaired adaptive functioning (e.g., coping with life demands, personal independence) • history requiring frequent discipline due to disruption, non-compliance, physical/verbal aggression, impulsivity, etc. • history of socially unacceptable behavior

OTTAWA-CARLETON
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Special Education Class for students requiring a Dual Support Program (DSP) (*continued*)

Criteria for Change in Placement
• does not require the same degree of alternative programming • has academic and/or social needs that could be met more successfully within a different special class setting • has the ability to succeed in a regular class with LST/LRT support/ monitoring • no longer benefiting from specialized placement • evidence of ongoing successful integration
Available Resources
• one teacher with special education qualifications (Parts I and II) • educational assistants • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The focus of the program is to provide a structured learning environment with the opportunity to develop appropriate life and social skills
- The program allows for integration into regular classrooms and/or school activities
- An IEP containing specific expectations with a focus on behaviour is designed for each student, according to learning needs and abilities. This plan is based on, and modified by, the results of continuous assessment and evaluation including consultation with parent(s)/guardian(s) on an ongoing basis

Evaluation Methods

- Student assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Program: Primary Special Needs (PSN)

Special Education Class for students with Primary Special Needs (PSN)
(11 elementary classes)

Placements
• specialized classes at primary level • up to 10 students per class
Admissions Criteria
• need for one or more years in an intensive support program • scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability • in the age-equiv. range of grade 1 to 3 • significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor)
Criteria for Change in Placement
• has turned or will turn 9 years old during the calendar year • does not require the same degree of specialized programming • has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations • on-going assessment determines that a different placement could better meet the student's needs • no longer benefiting from specialized placement • evidence of ongoing successful integration
Available Resources
• one teacher with special education qualifications (Part I, Part II preferred) • educational assistant • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The primary special needs program provides opportunities for each student to progress in all relevant areas of development
- The focus of the program is to develop academic, communication and social/emotional skills
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous formal and informal assessment
- For most students, integration into regular classrooms and school activities is considered to be an essential part of this program



OTTAWA-CARLETON
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Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Program: Primary Special Needs (PSN)

Special Education Class for students with Primary Special Needs (PSN)
(11 elementary classes)

Placements
• specialized classes at primary level • up to 10 students per class
Admissions Criteria
• need for one or more years in an intensive support program • scores significantly below the average range, but above the developmentally disabled range on a standardized individual psychological test of intellectual ability • in the age-equiv. range of grade 1 to 3 • significant developmental delays in two or more of the following areas: intellectual, academic and social/emotional development, language, physical (fine and gross motor)
Criteria for Change in Placement
• has turned or will turn 9 years old during the calendar year • does not require the same degree of specialized programming • has the ability to succeed in a regular class with LST/LRT support and appropriate modifications and accommodations • on-going assessment determines that a different placement could better meet the student's needs • no longer benefiting from specialized placement • evidence of ongoing successful integration
Available Resources
• one teacher with special education qualifications (Part I, Part II preferred) • educational assistant • Learning Support Services personnel provide assessment and consultative services to the special education teacher

Program

- The primary special needs program provides opportunities for each student to progress in all relevant areas of development
- The focus of the program is to develop academic, communication and social/emotional skills
- An IEP containing specific expectations is designed for each student according to learning needs and abilities. This plan is based on, and modified by, the results of continuous formal and informal assessment
- For most students, integration into regular classrooms and school activities is considered to be an essential part of this program



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Evaluation Methods

- Assessment and evaluation are ongoing throughout the year
- Student progress is formally reported as per the reporting structure of the OCDSB on report cards and IEP
- The progress of a formally identified student is reviewed on an annual basis through the IPRC process

Alternative Placements

The school team will meet with the parent(s)/guardian(s) to discuss alternative placements if necessary. Placements may include the following:

- other special education placement options if appropriate
- regular classroom with monitoring from the LST/LRT
- regular classroom with support from the LST/LRT

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Individual Education Plans (IEP)

Purpose of the Standard

To inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEP.

An IEP is a written plan describing the special education program and/or services required by a particular student on an ongoing basis. The IEP outlines the student's areas of strengths and needs as well as the program a student requires for instruction and assessment. The IEP is a working document that contains a transition plan and any record of required accommodations, modifications, or alternative programs needed to help a student achieve the learning expectations identified in their IEP.

The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating the information about the student's progress to parent(s)/guardian(s) and student.

Implementation of the Ministry of Education Standards
As per *Regulation 181/98,* all students in the OCDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP. The proper implementation and monitoring of the IEP depends on appropriate sharing of information among those involved in executing goals and expectations set out in the IEP. The monitoring, implementation, and review of the IEP is overseen by the principal and the implementation of the IEP is the responsibility of the classroom teacher(s) in consultation with parents and students who are 16 years of age, or older. An IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional, or assessment purposes, or requires the use of SEA equipment.

IEP Development for Identified Students
Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement, or a new school year. In many cases students will already have an IEP in place.

OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Purpose of an IEP
The IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (IPRC) process;
- be developed for a student who has not been formally identified as exceptional but who is receiving a special education program and/or services on an ongoing basis;
- be developed within 30 instructional days of the student's first day in the program;
- be developed, implemented, and monitored in a collaborative manner with parent(s)/guardian(s), student, the school team, teachers, and Learning Support Services personnel;
- outline expectations, strategies, and resources to facilitate learning based on the individual student's needs, strengths, interests, and history;
- include a transition plan for: all students who have an IEP as per *Policy/Program Memorandum 156*, students 14 years of age or older as per Regulation 181/98; and students with autism as per Policy/Program Memorandum 140;
- be reviewed and/or revised once each reporting period.

Overview of the IEP Process
A team approach should underlie the IEP process and the process should focus on how the student is expected to progress through the Ontario curriculum, with accommodations, modified expectations, and / or alternative programs (not described in the Ontario curriculum).
The IEP Process can be broken down into five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

Within each phase, several steps are taken to inform the development of an IEP. Here is an overview of some of the possible actions that may be taken within each phase:

Gathering information

- review student's Ontario Student Record (OSR) (including the IPRC's statement of decision and / or previous IEPs);
- consult with parents / guardians, the student (if appropriate), school staff, and other professionals;
- gather information through observation of the student;
- conduct further assessments, if necessary

Setting the direction

- establish a collaborative approach;

- establish roles and responsibilities;
- begin the work on the IEP by identifying the student's strengths and needs, as identified in the IPRC's statement of decision, where applicable

Developing the IEP

- incorporate program suggestions from the IPRC (if applicable);
- incorporate applied behaviour analysis (ABA) methods into the IEP for students with Autism Spectrum Disorder (ASD), where appropriate;
- determine for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications and whether alternative programs are required and document them;
- plan for and document required human resources;
- record information pertaining to individualized equipment (if required), evaluation and reporting, and provincial assessments (if required);
- develop a transition plan;
- record parent / guardian / student consultations;
- ensure signature is provided by school principal

Implementing the IEP

- share the completed IEP with the student, parents / guardians, school staff, and other professional (if appropriate);
- put the IEP into practice (classroom / subject teachers' / support personnel) and continuously assess the student's progress;
- adjust the IEP if necessary (ensure to record any changes);
- evaluate the student's learning and report the results of the evaluation to the parents / guardians (if appropriate)

Review and Update the IEP

- update the learning expectations at the beginning of each reporting period;
- review the IEP regularly, including the transition plan, and record the revisions;
- store the most current version of the IEP in the documentation file in the student's Ontario Student Record (OSR)

It is important to note that the phases described above appear to be linear, but it is important to note that the IEP process is cyclical. Best practices involve ongoing review, evaluation, and adjustment when required.

Transition Plans

Transition plans are included in the IEP and are developed to assist students in successful transitions (e.g. from activity to activity, class to class, from high school to post-secondary activities, etc.) by outlining goals, actions required to meet those goals, identifying individuals responsible for the actions, and specifying timelines to guide the plan.

The creation of transition plans is legislated and can be found in the following regulatory and policy documents:

Ontario Regulation 181/98 requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a transition plan for the student's transition from school to work, for further education, and/or community living.

Policy / Program Memorandum (PPM) No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA) states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

Policy / Program Memorandum (PPM) No.156 outlines for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

In practice, schools within the OCDSB engage in a range of transition planning tasks to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for the student.

Dispute Resolution Process

If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process that successful programming for students be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / guardian and school staff. In the event of unresolved concerns, parents will work with the Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link:
OCDSB Complaint Resolution Procedure.

The Ministry of Education also has a resource for dispute resolution entitled Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs.

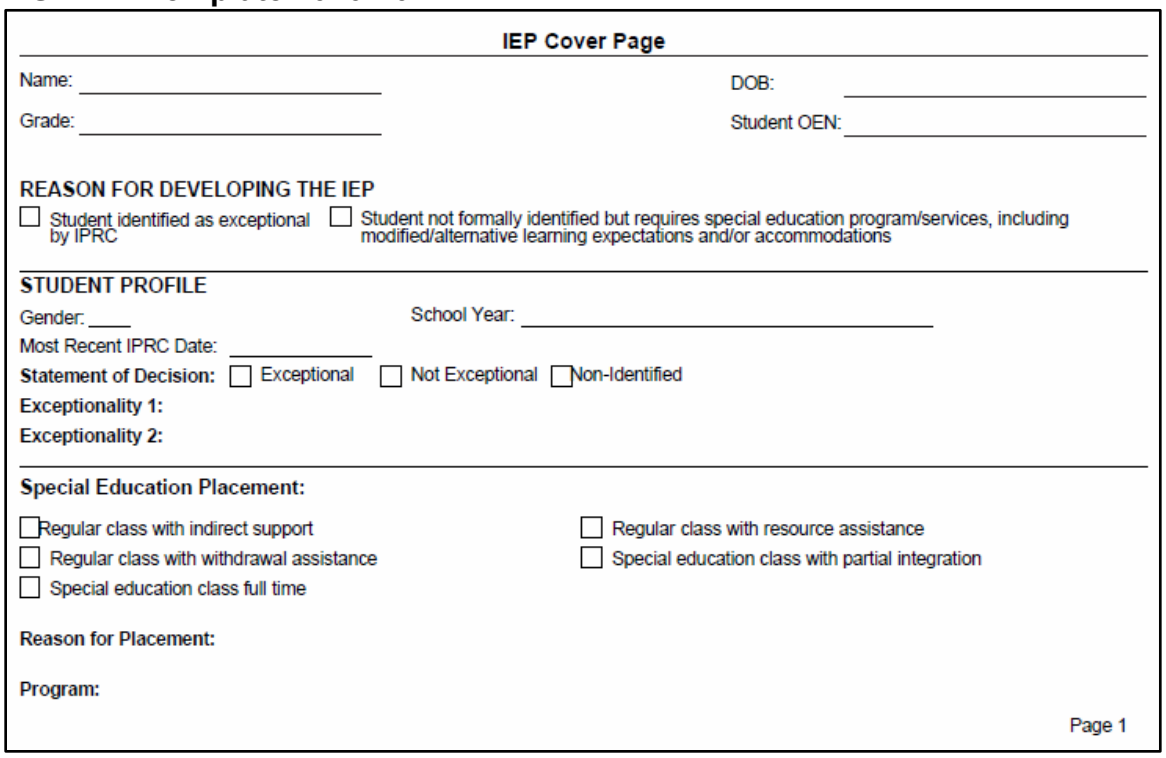
Storage of IEPs

A student's IEP must be included in the student's Ontario Student Record (OSR). This requirement ensures that the student's relevant assessment data and information about their strengths and needs and learning expectations are available to teachers working with them. To ensure that the IEP stored in the OSR is up to date, the working copy of the IEP should replace the filed copy at the end of each school year or semester, or when the student transfers to another school. Previous versions of IEPs are archived in the District's IEP software program for historical reference.

Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2020-2021 school year.

OCDSB IEP Template 2020-2021



IEP Cover Page

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

REASON FOR DEVELOPING THE IEP

☐ Student identified as exceptional by IPRC ☐ Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

STUDENT PROFILE

Gender: ____ School Year: _____

Most Recent IPRC Date: _____

Statement of Decision: ☐ Exceptional ☐ Not Exceptional ☐ Non-Identified

Exceptionality 1:

Exceptionality 2:

Special Education Placement:

☐ Regular class with indirect support ☐ Regular class with resource assistance

☐ Regular class with withdrawal assistance ☐ Special education class with partial integration

☐ Special education class full time

Reason for Placement:

Program:

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Cover Page

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition

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Assessments

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results	Comments

Areas of Strength	Areas of Need

Health Support Services/Personal Support Required ☐ Yes *(list below)* ☐ No

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Courses and Accommodations

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1. _____ ☐ MOD ☐ AC ☐ ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes *(provide educational rationale)* ☐ No

Complete for secondary students only:

Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes *(list below)* ☐ No **SEA Status:** _____

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year: _____

Accommodations: ☐ Yes *(list below)* ☐ No

Exemptions: ☐ Yes *(provide explanatory statement from relevant EQAO document)* ☐ No

Deferred: ☐ Yes *(provide explanatory statement from relevant EQAO document)* ☐ No

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Special Education Program:

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Teacher:	**Subject/Course/Alternative Program:**
Current Level of Achievement: Prerequisite course (if applicable) _____ Letter grade/Mark _____ Curriculum grade level (last June) _____	**Level of Achievement for Alternative Program:**

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Learning Expectations (Listed are the modified/alternative expectations outlining knowledge and/or skills to be assessed by reporting period.)	**Teaching Strategies** (Listed are the teaching strategies that are particular to the student and specific to the learning expectations.)	**Assessment Methods** (Identified are the assessment methods to be used for each learning expectation.)
Term 1		

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Transition

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

Transition Goals: Activity to Activity

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines
The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions			

Transition Goals: Change in Grade Level

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines
The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions			

Transition Goals: Setting to Setting

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines
The following plan has been developed based on the student's strengths and needs to provide the strategies, tools and resources to support transitions			

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Human Resources & IEP Team

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates:

Reporting Format

☐ Provincial Report Card (required unless student's program comprises alternative expectations only)

☐ Alternative Report

IEP TEAM

IEP Developed by:

Staff Member	Position	Staff Member	Position

Sources Consulted in the Development of the IEP

☐ Provincial RC ☐ Previous IEP ☐ Parent/Guardian ☐ Assessment(s)

Date of Placement in Special Education Program *(select the appropriate option)*

☐ 1) First day of attendance in new special education program

☐ 2) First day of the new school year or semester in which the student is continuing in a placement

☐ 3) First day of the student's enrolment in a special education program that the student begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: _____

Completion Date of IEP Development Phase
(within 30 school days following the Date of Placement): _____

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Consultation Log & Signatures

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

Log of parent/student consultation and staff review/update for current school year.

Date	Activity (indicate parent/student consultation or staff review)	Outcome	Staff Involved

The principal is legally required to ensure that the IEP is properly implemented and monitored.
This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

_____ _____
Signature of Principal Date

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP ☐ Parent(s)/Guardian(s) ☐ Student

I declined the opportunity to be consulted in the development of this IEP ☐ Parent(s)/Guardian(s) ☐ Student

I have received a copy of this IEP ☐ Parent(s)/Guardian(s) ☐ Student

Parent(s)/Guardian(s)/Adult Student Comments:

_____

_____

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Consultation Form

Name: _____ DOB: _____

Grade: _____ Student OEN: _____

Please complete areas of this form that you feel will assist staff in developing the IEP for your child. Please return the form to the staff member responsible for the IEP. Please note that input may be considered in the development of your child's IEP.

1. Medical:
Is there any medical condition or concern which you feel may impact your child's learning? (Please include any changes to your child's medical condition.)

2. Testing/Assessment Results:
Are there any recent testing/assessment results which would be helpful in programming for your child?

3. Previously Successful Strategies:
Are there strategies which have worked particularly well for your child in the past?

4. Parental or Other Supports:
Are there supports that you have put in place (such as homework routines, assistive technology, tutoring, etc.) which would be helpful for school staff to know about?

5. Priorities: What do you consider to be a priority for your child's learning this year?

6. Other: Is there any other information you feel may impact on your child's learning (e.g. strengths and/or areas of need)?

Thank you for your contribution to your child's success at school.

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

_____ _____
Signature of Parent(s)/Guardian(s)/Student (if 16 or older) Date

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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

IEP Summary Layout

CONFIDENTIAL (For teacher/school use only)

STUDENT PROFILE

Student: _____ ID: _____ OEN: _____

Gender: _____ DOB: _____ Grade: _____ Homeroom: _____

School: _____ Principal: _____

Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____

Exceptionality 1: _____ Exceptionality 2: _____

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year:

Accommodations:

Modified Subjects:

Comments:

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Ministry of Education Exceptionalities	
Category	**Exceptionality**
Behavioural	Behavioural
Communicational	Autism Deaf and Hard of Hearing Language Impairment Speech Impairment Learning Disability
Intellectual	Giftedness Mild Intellectual Disability Developmental Disability
Physical	Physical Disability Blind and Low Vision
Multiple	Multiple Exceptionalities

OCDSB Specialized Programs	
Autism Spectrum Disorder Secondary Credit Support Program Autism Spectrum Disorder Program Behaviour Intervention Program Deaf/Hard of Hearing Program (Congregated) Developmental Disabilities Program Dual Support Program General Learning Program	General Learning Program/Storefront Gifted Specialized Program Language Learning Disabilities Program Learning Disability Program (Sec.) Learning Disabilities Specialized Intervention Program (Elem.) Physical Support Program Primary Special Needs
Placement Options	
FSC - Fully self-contained IS – Indirect Service PI - Partially Integrated	RA - Resource Assistance WA - Withdrawal Assistance

The following sections are samples of possible information that are a part of the IEP Online (IOL) platform. The information is evidence-based and subject to change.

Strengths	
Artistic Expression Auditory Braille Skills Communication Skills Creative Problem Solving Daily Living Skills Decoding Expressive Language Fine Motor Skills General Knowledge Gross Motor Skills Intellectual Aptitude Interpersonal Skills Keyboarding Kinesthetic Memory Skills Mobility Skills Multimodal Learning Style Musical/Rhythmic Ability	Numeration Orientation Skills Organizational Skills Perseverance/ Motivation to Learn Positive Attitude Problem Solving Skills Reading Comprehension Receptive Language Receptive/Expressive Language Self-Advocacy Skills Self-Regulation Skills Sign Language Skills Tactile Task Persistence Time Management Skills Visual Visual Perceptions Skills Word Attack Skills Written Expression
Needs	
Attention skills Auditory perceptual skills Auditory skills Braille skills Communication skills Creative thinking skills Critical thinking skills Decoding Skills Expressive Language Fine motor skills Gross motor skills Impulse control skills Information processing skills Leadership skills Memory skills	Mobility skills Non-verbal communication skills Numeration Organizational skills Orientation and mobility skills Orientation Skills Personal Care Skills Personal Safety Skills Problem Solving Skills Reading Comprehension Receptive Language Receptive/expressive Language Residual Hearing and Auditory Skills Self-advocacy Skills Self-regulation Skills

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Needs *(continued)*	
Sign Language Skills Social Skills Spatial Skills Speech/articulation Skills Tactile Perceptual Skills Task Persistence Skills	Time Management Skills Visual efficiency Visual motor integration Visual Perception Skills Visual Perceptual

Assessment Sources	
Audiological assessment Behavioural assessment Developmental assessment Educational assessment Functional visual assessment Group ability test e.g., Canadian Cognitive Abilities Test Medical assessment Occupational therapy assessment Orientation skills Personal care skills	Personal safety skills Pediatric assessment Physiotherapy assessment Psychiatric assessment Psychological assessment Psycho-Educational assessment Social work assessment Speech/language assessment Vision Technology assessment Wechsler-Fundamentals assessment Orientation and Mobility assessment

Assessment Summary
Report describes significant behavioural problems Report indicates adaptive equipment essential to access the curriculum Report indicates areas of need in … Report indicates assistive technology essential to access the curriculum Report indicates blind/low vision Report indicates mild adaptive functioning delays Report indicates mild articulation difficulty Report indicates mild developmental delays Report indicates mild hearing loss Report indicates mild intellectual disability Report indicates mild/moderate/severe adaptive functioning delays Report indicates mild/moderate/severe articulation difficulty Report indicates mild/moderate/severe developmental delays Report indicates mild/moderate/severe/profound hearing loss Report indicates moderate adaptive functioning delays Report indicates moderate articulation difficulty

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Assessment Summary *(continued)*
Report indicates moderate developmental delays Report indicates moderate hearing loss Report indicates profound hearing loss Report Indicates sensory equipment essential to access the curriculum Report indicates severe adaptive functioning delays Report indicates severe articulation difficulty Report indicates severe developmental delays Report indicates severe hearing loss. Report provides diagnosis of … Report provides diagnosis of Asperger's Syndrome Report provides diagnosis of Attention Deficit/Hyperactivity Disorder Report provides diagnosis of Autism Report provides diagnosis of Developmental Disability Report provides diagnosis of Learning Disability Report provides diagnosis of Oppositional Defiant Disorder Test results indicate very superior intellectual functioning

Education Quality and Accountability Office (EQAO)
Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: http://www.eqao.com

Accommodations
Below are accommodations:

Instructional	
• Anxiety/stress reducers • Ability grouping • Assistive technology • Audio texts • Augmentative and alternative communications systems • Buddy/peer tutoring • Carry and match system • Close-ended activities • Colour cues • Computer options	• Concrete/hands-on materials • Contracts • Creative thinking tasks • Critical thinking tasks • Differentiated tasks • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font

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Instructional (*Continued*)	
• Leveled breaks • Manipulatives • Memory aids • Dramatizing information • Duplicated notes • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks • Mind maps • More frequent breaks • Multi-sensory presentations • Non-verbal signals • Prompts to return student's attention to task • Note-taking assistance • Organization coaching • Partnering • Positive reinforcement • Pre-cueing • Preferred activities/items/topics • Product differentiation • Prompting (verbal, visual) • Prompting/modeling/redirection/fading	• Provide choice • Reduced/simplified language • Reduced/uncluttered format • Reduction in the number of tasks used to practice a concept or skill • Rehearsal strategies • Reinforcement incentives • Repetition of information • Rewording/rephrasing of information • Sensory diet • Sensory objects/manipulative/toys • Shaping • Shaping/chaining • Small sequential steps • Social Narratives • Social skills coaching • Spatially cued formats • Tactile tracing strategies • Time-management aids • Tracking sheets • Verbal cues • Visual cueing • Visual supports/schedules • Word-retrieval prompts

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Environmental	
• Acoustic treatment of workspace • Alternative work space • Area of individual leisure and social leisure • Assistive devices or adaptive equipment • Consistent classroom rules and routines • Minimizing of background noise • Hush ups • Minimal visual distractions • Office/work system • Predictable environment • Preparation for transitions	• Proximity to instructor • Quiet setting • Reduction of audio/visual stimuli • Sensory equipment • Sensory room • Special lighting • Strategic seating • Structured learning environment • Study carrel • Use of headphones • Visual supports

Assessment	
• Alternate products • Alternative settings • Alternative work location • Alternative work space • Alternative time to write tests • Assessing over multiple sessions • Assessment embedded in regular programming • Assessment paired with reinforcement • Assistive devices or adaptive equipment • Assistive technology software • Audio version • Augmentative and alternative communications systems • Braille • Breaks • Check for understanding of instructions • Checklists • Chunk time of assessment • Cloze • Colour contrasted materials • Colour cues • Computer options	• Conferencing • Covered overlays • Daily logs • Dark lined paper • Demonstration of task • Enlarged worksheets • Extended time limits • Extra time for processing • Frequent breaks • Highlight key information on test • Intermittent reinforcement during assessment • Interpreter • Large print • Large-size font • Learning goals checklist (individualized) • Lighting • Manipulatives • Matching • Memory aids • Multiple choice • Oral responses • Performance-based tasks

Assessment *(Continued)*	
• Product differentiation • Prompts for time management • Reduce quantity of test items • Reduced/uncluttered format • Reduction in the number of tasks used to assess a concept or skill • Rubric (individualized) • Scribing	• Self-assessment checklist • Signing EA Sound cues to help retrieval • Success criteria checklist (individualized) • Tactile assessments • Uncluttered format • Verbatim scribing • Visual supports Work samples

Human Resources	
Spec Ed Teacher ITD/HH ITB/LV Teacher Learning Resource Teacher Learning Support Teacher Student Success Teacher Educational Assistant(s)	Social Worker Speech/Language Pathologist Physiotherapist Psychologist Psychological Associate Psychoeducational Consultant Occupational Therapist Board Certified Behaviour Analyst
Human Resources Service Type	
Direct Instruction Instructional Support Consultation Reading Instruction	Resource Support Personal Care Behaviour Support Technical Support

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Transition Type (Including ASD Transition Type)	
Activity to Activity Change in Grade Level Class to Class Elementary to Secondary School Entry to School Home to School/School to Home Lunch to Class/Class to Lunch Outside Agency to a School Program to Program School Entry to Class/Class to School Exit Secondary School to Apprenticeship	School to School Secondary School to Community Living Secondary School to Day Program Secondary School to Supported Employment Secondary School to World of Work Secondary to Post Secondary Educational Institution Setting to Setting Subject to Subject

Transition Plan Actions (Including ASD Transitions)	
• Agenda • Agenda/Calendar • Agenda/Shared Calendars • Allow Early/Late Class Dismissal to Travel Halls When Less Congested • Alternative Settings • Apply learning styles information to current courses • Apprenticeship Program • Attend a college or university information session • Attend information session for high school • Body/Sensory Breaks • Calendars • Checklists • Choice Boards • Communication Books(s) • Complete college applications • Complete option sheet in consultation with teachers and high school Special Education Dept. • Complete university applications • Designate Resource Space for Equipment/Materials • Environment Adaptations	• Develop a coordinated plan • Develop parent/student knowledge of post-school options • Develop resume • Develop workplace communication skills and behaviour skills • Establish community links re: housing and supported employment • Establish link with student in college/university in relevant program • Examine opportunities within the community (e.g. workshops, courses) • Expand work experience • Expand volunteer opportunities • First-then board • FM System - transfer and training • Home base/safe place • Home/school communication books • Gather information from the secondary school Special Education Dept. re: special education services • Gather specific information about colleges/universities and special needs departments • In-school meeting(s) • Initiate college visits/tours

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Transition Plan Actions (Including ASD Transitions) *(Continued)*	
• Initiate job shadowing • Initiate part-time work • Initiate post-secondary research • Initiate post-secondary visits/tours • Initiate summer work • Initiate supported employment • Initiate university visits/tours • Investigate Ontario Youth • Investigate continuing and adult education • Learn to use OC Transportation • Independently • Learn to use Transportation Independently • Model/Practice Desired Behaviour • Non-verbal cues • Organizational Aids • Orientation and mobility supports/training • Participate in IPRC review • Participate in a career fair • Participate in a high school tour/visit • Participate in a work placement visit • Participate in co-op experience • Participate in development of IEP • Participate in mentor program at college or university	• Participate in school-work program • Participate in work experience • Peer Assistance • Plan Course Selection • Positive Reinforcement • Power Card • Preferred Activity • Quiet/Calming Area • Relaxation Strategies • Review career selection activities (CHOICES, etc.) • Review learning styles inventory • Review occupation information • Role Play • Shared School Information (All About Me Booklet)Social Narratives • Review course options • Social Scripts • Social Skills Coaching • Specific Plan for Meeting • Communication Needs • Stories for Social Understanding • Student Meets Receiving Teacher(s)

Provincial and Demonstration Schools in Ontario

Purpose of the Standard

To provide the public with information about the Provincial and Demonstration Schools that are operated for students who are Deaf, Blind, or Deafblind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD)

Provincial/Demonstration Schools

Provincial Schools and Provincial Demonstration Schools are operated by the Ministry of Education and are accessed through an application process that is initiated collaboratively between parents/guardians and the student's school. Provincial and Demonstration Schools provide alternative education placement and educational supports for students who are Deaf, blind, Deafblind or who have severe learning disabilities. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Provincial Schools provide residential and day programs. Transportation to Provincial Schools for students is provided by school boards.

All students attending either a Provincial or Demonstration school require an Identification Placement and Review Committee (IPRC) meeting conducted at the student's home school in the OCDSB. Programs at provincial schools are tailored to the needs of the individual students and:

- are delivered by specially-trained teachers;
- follow the Ontario curriculum and alternative expectations as outlined in the Individual Education Plans (IEP);
- offer a full range of programs at both elementary and secondary level

In addition, these schools:

- serve as regional resource centres for students who are Deaf, Blind, or Deafblind;
- provide outreach, in service opportunities, observation and consultation in pre-school settings for students;
- offer virtual learning opportunities and/or virtual home visits via Zoom for preschool students who are Deaf or Deafblind;
- develop and provide learning materials and media for students who are Deaf or hard of hearing, blind or have low vision, or are Deafblind;
- provide school board staff with resource service; and,
- ASL assessments and consultations upon request;
- psychologist and speech-language pathologist consultations upon request;
- provide webinars for all educators and educators in training

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Current Statistics (2020/2021)

Type of School	School Name	Program	Number of students	Transportation (with escort)
Provincial	W. Ross MacDonald	Blind	0	Plane
Provincial	Ernest C. Drury	Deaf	0	Plane
Provincial	Sir James Whitney	Deaf	2	Highway coach
Provincial	Robarts School	Deaf	0	Plane
Demonstration	Trillium	Deaf	0	Plane
Demonstration	Sagonaska	Learning Disabled	0	Highway coach

Provincial Schools for the Deaf

The following Provincial Schools offer services for Deaf and hard-of-hearing students: Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario), Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario) , Robarts School for the Deaf in London (serving western Ontario) , Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario). These schools provide alternative placement for Deaf students from kindergarten through secondary. Programs provide opportunities to acquire and develop language, literacy, numeracy, and inquiry skills in American Sign Language (ASL) and English or French.

Schools for the Deaf

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL), English or French;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school

The following are provided by resource services department at these schools:

- consultation and educational advice to the parent(s) of Deaf and hard-of-hearing children and school board personnel
- information brochures
- a wide variety of workshops for parent(s), school boards, and other agencies
- an extensive home-visiting program delivered to parent(s) of Deaf and hard-of-hearing pre-school children by teachers trained in pre-school and deaf education

Ernest C. Drury School for the Deaf
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
TTY: (905) 878-7195
https://pdsbnet.ca/en/schools/ernest-c-drury/

Robarts School for the Deaf
1515 Cheapside Street,
London, ON N5V 3N9
Tel. and TTY: (519) 453-4400
https://pdsbnet.ca/en/schools/robarts/

Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, ON K8P 1B2
Tel. and TTY: (613) 967-2823
https://pdsbnet.ca/en/schools/sir-james-whitney/

Provincial School for the Blind and Deafblind
W. Ross Macdonald School is located in Brantford and provides education for blind, low vision, or deafblind students.

The school provides:

- a provincial resource centre for the blind, low vision and deafblind children;
- support to local school boards through consultation and the provision of special learning materials, such as braille materials, e text, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an inter-provincial, cooperative basis;

Programs at this school:
- are tailored to the needs of the individual student and are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in the Expanded Core Curriculum which includes Compensatory Skills, Braille Literacy, Orientation and Mobility, Daily Living Skills, Independent Living Skills, Social Skills, Self Advocacy, Assistive Technology and Orientation and Mobility;
- offer accessible extra curricular activities;

- provide assistance in preparing pre-school deafblind children for future education

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
Tel: (519) 759-0730
https://pdsbnet.ca/en/schools/w-ross-macdonald/

Provincial Demonstration Schools
The Provincial Demonstration schools provide a specialized residential program for students with severe learning disabilities. The length of stay at a Provincial Demonstration School is typically one year in a highly specialized and resourced special program. It should be noted that the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards. Since Provincial Demonstration Schools are to act as a resource to school boards rather than to function as a separate education system, every effort is made to help the student return to the school in their local community as soon as possible. Transition planning with the community school board is key to this process.

Each provincial demonstration school has an enrollment of no more than forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Provincial Schools Branch
Ministry of Education
255 Ontario Street South
Milton, ON L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-5405
https://pdsbnet.ca/en/

Amethyst School
1515 Cheapside Street
London ON N5V 3N9
Tel: (519) 453-4400
https://pdsbnet.ca/en/schools/amethyst/

Sagonaska School
350 Dundas Street West
Belleville, ON K8P 1B2
Tel: (613) 967-2830
https://pdsbnet.ca/en/schools/sagonaska/

Trillium School
255 Ontario St S
Milton, ON L9T 3X9
Tel: (905) 878-8428
TTY (905) 878-7195
https://pdsbnet.ca/en/schools/trillium/

Francophone School for the Deaf, Blind, DeafBlind and for those with Learning Disabilities

Centre Jules-Leger
281, rue Lanark
Ottawa, ON K1Z 6R8
Tel: (613) 761-9300
https://ccjl.ca/

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Special Education Staff

Purpose of the Standard

To provide specific details on board staff to the Ministry and to the public.

Special Education Staff 2020-2021	Staff Qualifications	Elementary Panel FTE	Secondary Panel FTE
1.0 Teachers of Exceptional Students			
***1.1** Learning Support Teacher / Learning Resource Teacher	Special Education Part 3 (Specialist)	258	33.33
1.2 Teachers of Specialized Classes	Minimum of Special Education Part 1	152	103
2.0 Other Special Education Teachers			
2.1 Itinerant Teachers of Blind / Low Vision	Minimum of Special Education Part 1, AQ -Teaching Students who are Blind	9.8	0
2.1 Itinerant Teachers of the Deaf and Hard of Hearing	Minimum of Special Education Part 1, AQ - Deaf Education	11.3	0
2.1 Itinerant Teachers of Social /Emotional Learning	Special Education Part 3 (Specialist)	3.0	0
2.1 Itinerant Teachers of Assistive Technology	Special Education Part 3 (Specialist)	4.0	2.0
2.4 Learning Support Consultants	Special Education Part 3 (Specialist)	13.0	4.0
Itinerant Teacher for Autism and Developmental Disability	Special Education Part 3 (Specialist)	1.0	0
**Itinerant Special Education Teacher for Remote Learning	Special Education Part 2	3.0	0

*Both the Learning Support Teacher and the Learning Resource Teacher provide resource-withdrawal support in the regular program

**Term elementary teaching positions (term January 2021-June 2021) for special education support to students in the Ottawa-Carleton Virtual (OCV) campuses.

Special Education Staff 2020-2021	Staff Qualifications	Total FTE
3.0 Educational Assistants in Special Education		
3.1 Educational Assistants	Developmental Service Worker (DSW), Child and Youth Worker(CYW) diploma or an equivalent program	813.00
4.0 Other Professional Resource Staff		
4.1 Psychologists and Psychological Associates, Psychoeducational Consultants	Ph.D. or Masters, Psychologists and Psychological Associates are registered with the College of Psychologists of Ontario. The Psychoeducational Consultants are supervised by a registered member of the College	29.9
4.2 Speech-Language Pathologists	Masters in Speech-Language Pathology, registration with CASLPO	29.0
4.3 Social Workers	Master of Social Work and registered with The Ontario College of Social Workers and Social Service Workers	29.7
4.9 Subtotal		88.6
5.0 Paraprofessional Resource Staff		
5.1 Orientation and Mobility Personnel	Orientation and Mobility Specialist	1.0
5.4 Transcribers (for blind students) Braillist	Certified Braille Transcriber or equivalent knowledge	0.5
Applied Behaviour Analysis (ABA) Coordinator	ABA certificate courses	1.0
Board Certified Behavior Analyst (BCBA)	Successful completion of the BCBA exam through the Behavior Analyst Certification Board	3.0
Communicative Disorders Assistants	Communicative Disorders Assistant Graduate Certificate	2.0
5.7 Subtotal		7.5

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A. District Level Support

The following individuals / teams / personnel are available to support all staff in schools:

- Superintendent of Learning Support Services
- System Principals of Learning Support Services
- Managers of Learning Support Services / Mental Health and Critical Services
- Multi-Disciplinary staff
- Assistive Technology Team
- Learning Support Consultants
- ASD/DD Team
- Itinerant Teachers (Deaf / Hard-of-Hearing and Blind / Low Vision)
- Itinerant Educational Assistants
- Professional Student Services Personnel (Social Workers, Psychologists, Speech-Language Pathologists, BCBAs)

District Level Staff Roles / Descriptions

All members of the Learning Support Services department work in collaboration with teaching personnel and parent(s)/guardian(s) to provide special education supports and services to meet the needs of students and schools. Under the direction of the superintendent and the leadership team, LSS is comprised of:

- Administrative and support personnel
- Braillist
- Educational assistants
- Itinerant teachers of Assistive Technology
- Itinerant teachers of Autism
- ABA Coordinator
- BCBAs
- Itinerant teachers of the Blind/ Low Vision
- Itinerant teachers of the Deaf/ Hard-of-Hearing
- Learning Support Consultants
- Psychology staff
- Social Workers
- Speech-Language Pathologists
- Communicative Disorders Assistants

Braillist

- produces Braille transcriptions, electronic Braille transcriptions, e-text, large print materials, and tactile diagrams according to specific requirements as requested by the ITB/LV staff for students;
- maintains the program’s blind/low vision inventory of teaching materials and equipment, reference books, computers, and technological equipment;
- is responsible for conservation, storage and inventory of Braille texts in print and electronically;



Itinerant Teachers of Assistive Technology

- support students who have technology based claims through the Special Equipment Amount (SEA) Funding;
- provide consultative services to classroom teachers on assistive technology equipment and software;
- provide staff and student training on assistive technology equipment and software;
- support the implementation and training of Ministry Licensed software for assistive technology system-wide;

Itinerant Teacher Autism

- increases capacity of regular classroom teachers to meet the needs of students with Autism; provides professional development and in class support;
- provides instructional and educational support services to students diagnosed with Autism, including support in the development of ABA strategies;
- consults with teachers and other LSS team members (e.g. ASD team, SLP,)
- provides professional development to all school staff including principals, EA's, ECE, teachers etc.;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports IEP development, programming and transition plan development;

Applied Behaviour Analysis (ABA) Coordinator

- develops resources to support ABA strategies for all schools;
- provides professional development and guidelines on how to embed ABA strategies into the classroom;
- supports the dedicated space pilot; liaises with therapy professionals in the community who provide IBI and ABA support (e.g. CHEO, Portia, etc.);
- supports all Autism initiatives such as; Autism awareness month, parent /guarding conferences and events;
- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports pilot projects and evidence-based social skills development initiatives;

Board Certified Behaviour Analyst (BCBA)

- works to support school staff in understanding how to support students with Autism and challenging behaviour;
- may recommend and/or develop behaviour programs;
- may conduct Functional Behaviour Assessments;
- provides professional development to school staff ;
- models and co-teaches the use of ABA strategies;
- reviews and provides research related to emerging supports available for students with behavioural needs;

- works collaboratively with the Autism Spectrum Disorder team and the multi-disciplinary teams at individual schools;
- supports and mentors staff enrolled in the Registered Behaviour Therapy (RBT) course and oversees the implementation of these strategies into their regular school duties;

Itinerant Teachers of Blind/Low Vision

- direct instruction in Braille and other tactile learning strategies;
- develop accommodations/modifications and acquisition of curriculum materials (Braille, tapes, large print, etc.);
- provide orientation and mobility instruction (i.e., safe travel techniques);
- provide training in specialized equipment including computer hardware and software, optical aids, and other equipment used in the classroom;
- provide consultation and support to schools related to vision;
- provide consultative services and interpretations of vision reports to teaching staff;
- facilitates the transition of students from pre-school/outside agencies to elementary school and from elementary school to secondary schools;
- supports the development of IEPs, programming, and transition plans;
- monitors student needs and provides feedback to school related to supports required as student needs fluctuate;

Itinerant Teachers of the Deaf/Hard of Hearing

- provide assessment, direct instruction, and academic support services to students with hearing losses ranging from mild to profound (K to 12);
- provide consultative services to classroom teachers and school staff, and ongoing guidance to parent(s) of students who are deaf/hard of hearing;
- apply an Auditory-Verbal/ Oral approach to maximize the student's auditory potential, speech and language development, and participation alongside his/her hearing peers;
- provide training and ongoing management of specialized equipment used in the classroom;

Learning Support Consultants (K to 12)

- develop and deliver special education professional development for staff;
- assist school teams with all aspects of the special education program and service delivery;
- promote current teaching methodologies and instructional practices which reflect the Ontario curriculum and Ministry of Education documents and direction;
- identify and support best practices in all specialized program classes and provide program support;

- committee member on centralized program referral committees to specialized program classes;
- Supports IEP development, programming and transition planning

District Level Central Teams

The Assistive Technology Team

- provide support and training district-wide to schools on assistive technology purchased through Special Equipment Amount (SEA) funds;
- coordinates the ordering of SEA equipment;
- coordinates and facilitates training/professional development sessions on SEA equipment and software for students and staff;
- assists in the completion of special equipment applications;

The Autism Spectrum Disorder Team/ Developmental Disability Support Team

- provide direct and consultative program support to schools;
- facilitates transitions for students who are both within and new to the OCDSB;
- provides ongoing support to students with a diagnosis of Autism Spectrum Disorder (ASD) and a developmental disability (DD);
- assists in the development and implementation of IEPs, behavioural programs, communication strategies and assessment practices;
- supports new Ministry initiatives and pilots related to the field of Autism;
- responds to multi-disciplinary team requests for support as needed;
- provides professional development to the District and the community;
- supports PPM 140 and ABA practices in schools;
- provides resources to schools to support environmental accommodations and recommendations for sensory rooms / spaces;
- provides support to two specialized schools for students with developmental disabilities, Crystal Bay Centre for Special Education and Clifford Bowey Public School and all specialized classes for ASD and DD district-wide;
- provides program support for teachers and administration while working with parent(s)/guardian(s) and community agencies to facilitate new admissions;
- supports an intake process which provides transition support to schools and parents upon entering into the OCDSB;

The Behaviour Support Team / Social-Emotional Learning Teachers

- provide support to the Behavior Intervention Program (BIP), students, parent(s)/guardian(s), staff, and administration;
- provide consultation and classroom observations specific to students who present challenging behaviours;

- SELTs (Social-Emotional Learning Teacher) provide consultation and classroom observations specific to students demonstrating stress behaviour or challenging behaviour in Kindergarten to grade 8;

The Early Learning Team

- provide class wide and student specific support for Kindergarten educator teams
- the multidisciplinary team includes speech-language pathologists, psychology staff, social workers, educators and educational assistants
- consultation is available to address a range of concerns for Kindergarten students including, language, self-regulation, behavior, development, social skills and well-being
- all LSS Kindergarten supports are accessed through a common referral process

The Gifted Support Team

- provide support to schools for programming and planning for students who have been identified with giftedness;
- provide consultation and recommendations pertaining to giftedness identification procedures;
- creates awareness around supports and connects staff with a wide variety of supports available to support students with giftedness;

Itinerant Educational Assistants (IEA)

- provide consultative and direct services to students experiencing behavioural challenges, including the development of behavior support plans;
- provide consultation to school staff on behaviourally related issues;
- assist in the development of student plans (safety plans, safe plans, and Behaviour Management Plans);
- provides professional development in promoting positive behavior;

Psychology Professional Staff

- provides ongoing consultation to schools on student related issues;
- engages in early screening and intervention on learning, student development, and mental health;
- provides both direct or indirect support or intervention to students;
- provides psychological assessments for students K - 12;
- plays an integral role as a school multi-disciplinary team member and is the key point person to respond to threat making, high risk behaviour, and tragic events within the school;
- collaborates with community partners and facilitates access to external resources, when appropriate;
- participates in central referral committees for specialized classes;

- engages in staff training in such areas as suicide prevention, mental health promotion, and behaviour management

Social Work Professional Staff

- consults with each assigned school to establish priorities with respect to students, staff and families;
- provides direct intervention with students, families and school staff directed at resolving or managing a range of social, mental health and/or behavioural issues affecting all students;
- Liaises with and refers to community agencies and acts as a system navigator for families when appropriate;
- provides crisis intervention typically focusing on assessment and follow up in regard to risk issues including suicide, violence and threat making behaviour
- participates in central referral committees for specialized classes;
- provides support to school staff and students in the aftermath of tragic events
- investigates truancy as mandated in the *Ontario Education Act and Regulations* and assists with student and parent re-engagement in school;
- provides counseling support of students in the SAL program where required;
- provides support to families facing financial hardship;
- may provide interventions at all levels of the Tiered-Approach to Intervention district-wide;

Speech-Language Pathology Professional Staff

In consultation with the LST and the principal of the school, speech-language pathologists:

- provide an array of service to students from kindergarten through grade 12;
- provide identification, prevention, assessment, consultation and programming/intervention of communication disorders in the areas including language, speech, communication, cognitive-communication, reading and writing, and augmentative and alternative communication;
- facilitate internal and external referrals as appropriate, provide professional development to educators and training to parents, and provide services at all tier levels;
- provide weighted services some OCDSB specialized program classes including: language learning disability, LDSIP, and specialized and integrated programs for students with developmental disabilities and Autism;
- are integral members on central teams such as Early Learning and ASD/DD Teams;
  participate in central referral committees for specialized program classes;
- supervise Communicative Disorders Assistants (CDAs) who provide programming at specialized sites

Communicative Disorders Assistants

Communicative Disorders Assistants (CDAs) are support personnel who are specifically trained and educated in communicative issues. Under the supervision of speech-language pathologists, CDAs:

- implement programming that is set forth by their supervising speech-language pathologist(s), monitor student progress, maintain equipment, and prepare materials and resources.

Tragic Events Response Team
When a tragedy occurs, the school community may play a critical role in responding to the needs of students and staff. The psychology and social work staff at the OCDSB provide support services following a tragic event in the school community on an as-needed basis. Along with school staff, the psychology and social work staff support students, educational staff and parents / guardians in the aftermath of crisis by providing a safe haven, disseminating information, identifying individuals at risk, providing mental health services, linking individuals with community services, and supporting long-term recovery.

Urgent Care Team
A related service offered by the psychology and social work staff at the OCDSB is the Urgent Care Team. The Urgent Care Team comprises psychology staff and social workers who provide consultation to our professional services staff around individual students who may be experiencing extreme stress (e.g., suicidal ideation, extraordinary distress and/or psychotic symptoms). The Urgent Care Team also provides a liaison to the CHEO Emergency Department, who provide assessment and follow-up services.

A. School Level Support

The following supports are available within schools:

- School Principals (and Vice-Principals where applicable);
- Classroom Teachers
- Learning Support Teachers and Learning Resource Teachers (elementary only)
- Specialized Program Classroom Teachers / Staff
- Educational Assistants
- Early Childhood Educators (Elementary panel only)

School Level Staff Roles and Descriptions

School Principal

- ensures the development, implementation, and review of a student's Individual Education Plan (IEP) including a transition plan, according to provincial requirements is developed and followed;
- chairs Identification Placement and Review Committee (IPRC) meetings;
- supervises all school staff;
- consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for students with special education needs;
- ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested if necessary and that parental/guardian consent is obtained;
- provides the parent guide, and other relevant documents to parent(s)/guardian(s);

Classroom Teacher

The role of the classroom teacher is to support the learning of all students including those who may need accommodations/modifications to their program. Although not all classroom teachers have special education qualifications, they play a vital role in assessing student learning and ensuring the delivery of services to all special education students. Within the regular classroom, the teacher works with all students to meet their individual needs.

Learning Support Teacher (LST) / Learning Resource Teacher (LRT)

- play a major role in the delivery of special education in schools and deal with the overall administrative and educational needs of students requiring special education programs /services within the school;
- undertake a variety of roles including consulting with and assisting classroom and other special education teachers with early identification, curriculum differentiation and modification, assessment, intervention strategies, the development and coordination of IEPs and in-class or withdrawal support for exceptional learners;
- liaise with members of the multi-disciplinary team;
- provide the highest level of support offered in a school-based program;
- work with a variety of exceptional students who require intensive support in core academic areas;

Specialized Program Classroom Teacher

- provide learning opportunities tailored to each student's specific exceptionality, taking into consideration their strengths and needs, and additional information as outlined in the student's IEP;
- Support students to progress at their appropriate level and reach their potential within the parameters of the Quality Program Indicators for the specialized program class placement;

Educational Assistant

Educational Assistants (EA) are supervised by the school principal in consultation with the classroom teacher. The role may vary from assignment to assignment but usually includes:

- assisting in crisis prevention and intervention;
- supporting the planning, organizing, and implementing of the behavior/social/instructional program in cooperation with the classroom teacher;
- assisting students in various ways, with safety, behaviour and/or medical needs;
- specialized skills and qualifications are required for specific assignments (e.g. Braille, American Sign Language, catheterization) with respect to the EAs assigned to schools;

School EA allocations are reviewed and approved by the school Superintendent of Instruction annually.

Early Childhood Educator (ECE)

- works collaboratively with the classroom teachers in implementing and planning education to Year 1 and 2 children;
- assesses the development of Kindergarten children through observation and monitoring;
- upholds a classroom environment that promotes each child's physical, cognitive, language, emotional, social, and creative development and well-being;
- relays information to families;
- undertakes duties assigned by the principal in regards to the Kindergarten program.

Staff Development

Purpose of the Standard

To provide details of the Board's professional development plans for special education staff to the Ministry and to the public.

The OCDSB Learning Support Services Staff Development Plan

The overall goal of the LSS Staff Development Plan is to build the capacity of special education staff, classroom teachers, support staff, and administrators to provide them with access to information, materials, and skills necessary to implement and support programming for exceptional students. The OCDSB continues to focus on student achievement and is rooted in the Ontario Curriculum, district and provincial data, and alternative programs and goals specific to the individual learner. These focus areas are also linked to the goals in the following District frameworks:

- The OCDSB Strategic Plan
- The Exit Outcomes

The LSS Staff Development Plan incorporates feedback from school-based special education staff, (learning support teacher (LST), learning resource teacher (LRT) (elementary only), specialized program classroom staff, and through an ongoing evaluation of system needs. In addition, the following are other ways staff provide input for staff development planning:

- written and verbal feedback;
- requests from school administrators and special education teachers for school-based in-service around specific school needs (including teaching staff);
- feedback from Learning Support Services (LSS) staff;
- requests from senior administration around in-service requests;
- requirements as prescribed in legislation and District policies and procedures;

In addition, we are required to follow specific regulations and mandates from the Ministry of Education. Priorities in the area of staff development are determined by Ministry of Education initiatives and Board initiatives. The following factors are considered:

- direction from the Director's Executive Council (DEC);
- changes in Board policy and procedures;
- system-level professional development focus;
- perceived needs as determined by LSS staff;
- requests from schools;
- requests from staff;

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Professional Development Input from SEAC

- all recommendations for staff development are open for consideration;
- staff consider input received at each SEAC meeting;

Staff Development Budget

The LSS Department has spent the following on professional development. These figures are approximate. These figures do not reflect additional costs such as: travel, food, supplies etc.

Release and Professional Development	Amount spent
EMPOWER Reading Program - Virtual Staff Training	$167,772.94
National Association for Gifted Children Conference	$2,151.24
Non-Violent Crisis Intervention (CPI) Recertification - Staff Training	$350.00
Online Functional Behaviour Course - Staff Training	$350.00
Registered Behaviour Technician Training - Staff Training	$500.00
Self Regulation in Schools Seminar - Staff Training	$145.77
Traumatic Events System Model - Staff Training	$1,107.20
Violence and Threat Risk Assessment - Staff Training	$5,327.94
Summer Transition Program - 191 Staff - EA, PSP, Elen/Sec Teachers	$175,000.00
Empower Virtual Training Release	$2043.36
Total	**$354,748.45**

[1]**Due to the COVID-19 Pandemic, in person staff development was not offered by LSS for 2020-2021. Unfortunately, several professional development sessions planned were unable to take place during the 2020-2021 school year.*

Principals and Vice-Principal Intern Program / Training Opportunities

- mandatory intern program for newly appointed principals and vice-principals;
- ongoing professional learning at District Operations Meetings;
- workshops organized for principals and vice-principals, e.g., Assistive Technology, IPRC Training, Autism Spectrum Transition Planning, ABA, Learning For All and IEP development, etc.

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New Teacher Induction Program
The Ministry of Education initiative ensures beginning teachers are matched with a teacher mentor as they join the teaching profession. Through the various components of the New Teacher Induction Program (NTIP), new teachers are supported as they build knowledge, skills and self-confidence. New teachers are paired with an experienced teacher mentor who provides support by building relationships to create a collaborative, collegial environment in which new teachers feel supported both emotionally and professionally. They also participate in an extensive and differentiated professional development program designed to address the specific needs of these new professionals in the areas of classroom management, assessment and evaluation, teaching students with special education needs, and literacy and numeracy.

Special Education Workshops for Staff
The Learning Support Services Department is committed to ongoing professional development for all staff. Learning Support Teachers from all schools were presented with professional development from central staff during their LST Network meeting. During the 2020-2021 school year professional development opportunities were limited due to occasional teacher and occasional staff shortages and the impacts of the COVID-19 pandemic. This year, the following workshops were offered to OCDSB staff

- ABA School Team Training (in-person)
- ASD Mentorship
- ASD New Teacher Training
- ASD Specialized Program, Elementary and Secondary Online Sessions
- ASD Working with Challenging Behaviours and Teaching Independence
- ASIST (Applied Suicide Intervention Skills Training)
- Behavior from a Communication Perspective, Part 2
- Behaviour Intervention Program Professional Development for BIP Staff
- Behaviour Management Systems Training (BMS)
- Best Practices in Supporting Students with ASD in Remote Learning
- Brain Based Learning and Behavioural Challenges
- Cannabis in Schools
- Communication Strategies for the Early Learner
- Early Learning Strategies
- EA Autism Trainings
- Empower – Day 4 Comprehension and Vocabulary, Gr. 2-5
- Empower – Day 4 and Initial Decoding and Spelling, Gr. 2 – 5
- Empower – Day 4 Decoding and Spelling, Gr. 6-8
- Empower – Training Review Gr. 2-5
- Sonderly (Geneva Centre) E-Learning Modules
- Guiding Cooperation through Reinforcement
- Intermediate DDP - Developing Communication and Language

- ILLD - Grade 6 Transitions
- Inquiry Play Based Learning for Students with ASD
- LLD Assistive Technology Workshop
- LST Network Sessions
- Math LD Inquiry
- Post-Secondary Transitions for Students with Autism Spectrum Disorder
- Registered Behaviour Technician Training
- SafeTALK – (Suicide Alertness for Everyone), (Tell, Ask, Listen, Keepsafe)
- SLIP - Speech Language Intervention Program
- Social Learning In Class
- Social Learning for LD-SIP Sites
- Structured Teaching for Elementary Teachers
- Supporting Structured Teaching
- Three Strategies for Independence
- Tools for Social Understanding
- Training for New LSTs
- Transitions for Students with ASD
- Traumatic Event Systems Model (TES)
- Violence Threat Risk Assessment II (VTRA)
- WIAT Training

Cost Sharing Arrangements

Some staff development is provided on a cost-sharing or partnership basis with other ministries or agencies. The following are examples of such cost-sharing arrangements:

- Ministry of Child and Youth Services – Child and Youth Workers;
- M.F. McHugh Education Centre (Education and Community Partnership Program);
- Algonquin College – early health screening for vision, hearing, height etc.;
- Ottawa Catholic School District (OCSB) Blind/Low Vision Teachers;

Communication of Professional Development

In-service workshops are communicated to staff via the OCDSB electronic messaging system and posted on our electronic registration system, ePLC. In some instances, invitations for training and workshops are sent to specific schools to reach a target audience.

Equipment

Purpose of the Standard

To inform the Ministry, Board staff members and other professionals, and parent(s) about the provision of individualized equipment for some students with special needs.

General Overview

Special Equipment Amount (SEA) may originate from two sources:

- Per Pupil Amount
- Claims-Based

Per Pupil Amount (Computers) component supports the purchase of all computers, software, computing related devices and peripherals for use by students with special education needs, as well as all training and technician costs for all SEA equipment, in accordance with this guideline.

Claims-Based funding (Non-computers) is accessed through a claims-based process and supports the purchase of other non-computer based equipment, to be utilized by students with special education needs, including sensory, hearing, vision, personal care and physical assist equipment. Boards are responsible for the first $800 in costs for Claims-Based funding per student per year (May 1st - April 30th).

Examples of specialized equipment for use at school

The OCDSB strives to ensure that specialized equipment is provided for students who require it. Specialized equipment for use at school include:

- Sensory equipment
- Hearing support equipment
- Vision support equipment
- Personal care support equipment
- Physical assists support equipment
- Computer and software related equipment

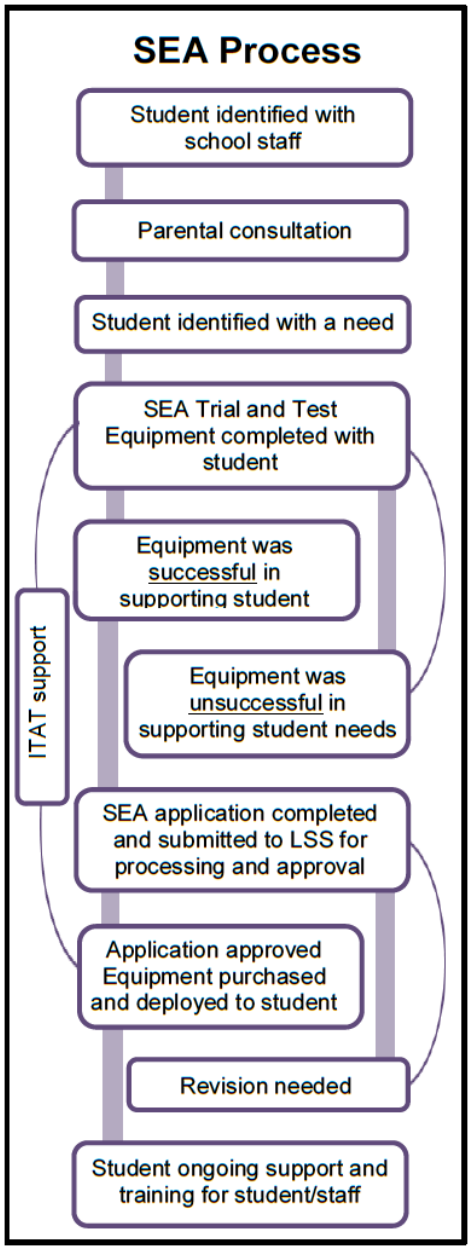
A full overview of the SEA Guidelines for 2020-2021 is outlined on the Ministry of Education website.

The OCDSB procedure Student Specialized Equipment Purchased with Ministry Special Education Amount (SEA) Funding is outlined on the OCDSB website.

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Funding Information and Allocation for Specialized Equipment

SEA provides funding to school boards to assist with the costs of equipment ***essential*** to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. All equipment purchased through SEA funding is the property of OCDSB, who reserves the right to make the final decision in purchasing, and allocating equipment for students. The OCDSB consistently researches and purchases the most relevant equipment (i.e. technology) to assist students. The OCDSB reserves the right to reassign SEA purchased equipment, where appropriate.



Determination of Need

The determination of need is based upon a recommendation by a qualified professional, as listed in the SEA guidelines, with input by school staff. The recommendation is based on equipment deemed essential to the student in order to access the curriculum as outlined in the IEP.

Required Documentation

School teams work collaboratively with parents / guardians to gather and provide the required information to submit a SEA claim. The following information is required:

1. a recommendation from an appropriately qualified professional including a description of the condition the particular equipment is intended for, and a functional recommendation regarding the specific types of equipment essential for the student to access the curriculum;
2. a copy of the quote(s) and/or product information of the equipment to be purchased (non-computer);
3. a current copy of the student's IEP;
4. an action plan from the school team outlining how the equipment will be integrated into the student's program;
5. consent form to release report(s) from the qualified professional;
6. a copy of the student's report card (PPA only);

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Eligible Specialized Equipment for Claims Based Funding
All equipment costs must be specialized equipment for individual or groups of students for use at school. Examples of such equipment are:

- speech analyzers;
- FM microphone systems (for DHH students);
- print enlargers (for low vision);
- sound amplification systems;
- computer hardware/software;
- individually modified desks or work tables;
- Braille writers;
- symbol or letter voice translators;
- insulated booths and/or study carrels;
- communication aids (e.g., Boardmaker, speech synthesizers);
- positioning devices

Portability
Equipment purchased by a school district with SEA funding is portable and may move with the student from school to school or from board to board within Ontario. When a student transitions between schools in the OCDSB, as a component of the transition planning, student equipment is considered and moved when appropriate and required at the new school. If a student leaves the province, the equipment stays with the Board to be reallocated as needed.

SEA Equipment use outside of the school setting
SEA equipment is expected to remain at school. Under exceptional circumstances, special arrangements can be made with Learning Support Services to allow the equipment to go home. In the rare circumstances where a student has been granted permission to take the equipment home, the principal of the school will work with the parent / guardian to ensure that the required information and documentation is gathered to align with the District procedure. When equipment is authorized for use outside of the school setting, the parent / guardian assumes responsibilities for the equipment. The District is not responsible, nor will it cover the cost of loss or damaged SEA equipment while off school premises. All SEA specialized equipment must be returned to the school in June of each year for storage.

Ministry Review
The Ministry of Education may conduct classroom, school and board visits of selected claims and review all required documentation in support of those selected SEA claims. The review ensures that the equipment is operational, in good repair and in regular use by the student. The Ministry also expects that the students and staff are able to operate the equipment properly and effectively.

Itinerant Teachers of Assistive Technology (ITAT)
The Itinerant Teachers of Assistive Technology work with students and staff to support the integration of assistive devices. This support includes device/tool training as well as best implementation and pedagogical practices.

Ottawa-Carleton District School Board Special Education SEA Claim

In the 2020-2021 SEA year (May 1, 2020 – April 30, 2021) the OCDSB processed the following number of applications:

Claim Types	Number of students	Dollar Amount Spent
Computer (PPA)		
Computers and support components (PPA)	825	$1, 452, 366.55
Training	N/A	$787, 843.89
Technician	N/A	$150,005
Total		**$2,390,215.44**
Non Computer (Claims)		
Number of students Below $800	111	$ 140 635.61
Number of students Above $800	125	$ 334,061.16
Total		**$ 474 696.77**

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Accessibility of School Buildings

Purpose of the Standard

To provide the Ministry of Education with further details of the Board's multi-year plan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

The annual accessibility plan that is required under the Accessibility for Ontarians with Disabilities Act (AODA is normally submitted to the Board of Trustees in June of each year for publication in September. You can locate the review at http://www.ontario.ca/government/accessibility

The public can obtain and access the Ottawa-Carleton District School Board Accessibility Plan on the OCDSB Board website. A hard copy is available by contacting Communications and Information Services at 596-8211, ext. 8310.

Based on the 2006 OCDSB Accessibility Audit, cost estimates were developed for each facility to meet AODA's 100% "barrier-free" expectations. The individual site estimates ranged between $101,000 and $2.2M.

In order to fulfill the accessibility needs required by the AODA by 2025, an annual revenue stream of $4.2M, totaling in excess of $80M between 2006 and 2025 is required.

Annual expenditures on accessibility for the past fifteen years are as follows:

2006/2007	$	483 000.00	**2014/2015**	$	1 155 182.00
2007/2008	$	948 902.00	**2015/2016**	$	1 091 119.00
2008/2009	$	1 077 588.00	**2016/2017**	$	1 011 038.00
2009/2010	$	703 488.00	**2017/2018**	$	974 023.00
2010/2011	$	1 576 416.00	**2018/2019**	$	1 600 000.00
2011/2012	$	764 984.00	**2019/2020**	$	1,564,911.00
2012/2013	$	728 577.00	**2020/2021**	$	4,600,000.00
2013/2014	$	542 988.00			

Transportation

Purpose of the Standard

To provide details of the Board's transportation policies to the Ministry and to the public.

Transportation providers must, in all respects, meet the requirements of federal and provincial legislation, regulations and standards governing student transportation using vans, school buses and public transit. They must also comply with relevant Ministry of Education requirements and Board policies and procedures governing student safety and transportation.

The Ottawa Student Transportation Authority (OSTA) is responsible for the provision and administration of all Ottawa-Carleton District School Board (OCDSB) transportation services.

The OCDSB Policy P.127.TRA, Ottawa Student Transportation Authority, establishes the authority of the OSTA to act as the Board's agent with respect to the provision of transportation services to students of the OCDSB. Outlined in this policy the OCDSB recognizes the Ministry of Education requirement for the provision of safe, effective and efficient student transportation services through a consortia delivery model. Delivery of transportation services is detailed in a Service Level Agreement (SLA). The OCDSB has responsibility for service standards to be included in the SLA including but not limited to: eligibility standards based on distance address and program; bell time changes of more than 10 minutes; and accessible transportation for students with special needs. Through this policy the OCDSB delegates authority to its representatives on the OSTA Board of Directors to create policies and procedures as required to fulfill the service requirements, as well as other elements required to maintain the OSTA organization.

Information about OSTA may be found on their website at Ottawa Student Transportation Authority. More specifically, the following OSTA policies relate to the provision of accessible transportation:

- T10 Stakeholder Responsibility
- T14 Transportation Services
- T15 Transportation of Service Animals
- T18 Transportation Eligibility
- T21 Accessible Transportation

- T22 Transportation for Students in a Joint Custody Arrangement and Living in Two Homes

The Board encourages the integration of students with special education needs with other students in regular programs as much as possible. This is also true in transportation, where students with special education needs may be assigned to yellow bus or public transit, with accommodations. In the event integration is not possible, the Board agrees to provide specialized/accessible transportation for students with special education needs for whom the Board has received an acceptable medical certificate and/or the Learning Support Services Department has determined that regular transportation is not the best option for a student given the nature of the student's disability or safety concerns.

Under the Accessibility for Ontarians with Disabilities Act (AODA), individual school transportation plans are required for students with disabilities to ensure that accessible and appropriate transportation services are provided to them. To request specialized transportation, a Student Request for Accessible Transportation and Personalized Accessibility Plan form must be completed in consultation with the parent(s)/guardian(s) of students with disabilities. Requests for students with disabilities must be approved by the Board's Learning Support Services Department. Medical requests should be directed to the school principal for approval by the school's Superintendent of Instruction. In addition, transportation operators must comply with all AODA requirements.

The OCDSB Procedure PR.686.SCO, Use of Service Animals for Students outlines the process for developing a transportation plan that includes the transportation of service animals.

To ensure the safety of special needs students, drivers shall deliver each student into the care of a responsible adult. Should any student require assistance getting on, or off the bus, such assistance must be provided by the parent(s)/guardian(s) or school personnel. In the event that a responsible adult is not available, the driver shall report this to OSTA.

Older students in grades 9-12 are exempted from this requirement providing the parent/guardian has given written permission to OSTA, and the school concurs the student does not require supervision when on their own.

For some students with special education needs it may be most appropriate for transportation to be provided separately from other students. School teams carefully consider these circumstances and document a request for solo transportation on the

Student Request for Accessible Transportation and Personalized Accessibility Plan form. These requests require approval from the Superintendent of Instructions or the Manager of Learning Support Services.

A Transition Plan ensures steps are being taken to help the student develop the necessary skills to return to group transportation, whether riding with other students in a van, or taking mass transportation on yellow bus or public transit. Each student's ability to access transportation is reviewed annually.

Any special equipment used to ensure the safety of the student while being transported must be properly fitted for the size, weight and/or age of the student. Parents / guardians and school staff are responsible for ensuring the equipment is securely fastened. Parents / guardians must approve the use of any such equipment such as a buckle guard, a harness, car seat, booster seat, etc.

Students in specialized program classes in schools outside their home communities, as supported by Board policy, may be provided transportation without reference to distance units. Students residing within 800m from their designated school may be assessed for their ability to walk to school, with support, on an annual basis. The Board provides transportation for special needs students enrolled in the Summer Learning Program and Education and Community Partnership Program (ECPP). Students attending Provincial or Demonstration schools are transported by the Board. Provincial and Demonstration schools are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Drivers must complete a Vulnerable Sector Check and participate in sensitivity training and other specialized training when dealing with students with special needs. The OCDSB actively supports and participates in any region-wide school vehicle safety committee or initiatives with a view to improving the uniformity of school bus safety procedures and to assisting school bus drivers to improve their management of students.

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Part 3- The Board's Special Education Advisory Committee (SEAC)

Purpose of the Standard

To provide details of the operation of the board's SEAC to the Ministry and to give members of the public information to which they are entitled.

The Role and Responsibilities of SEAC

- to advise the Board with respect to the establishment, development, and delivery of programs and services to students receiving special education programs and services;
- to participate in the Board's annual review process of the Special Education Plan;
- to participate in the OCDSB annual budget process as it relates to special education by appointing a SEAC member to the Budget Committee;
- to encourage the public to bring special education issues to the attention of SEAC by requesting to delegate at SEAC monthly meetings;
- to pass motions which are presented as advice to the Board;
- to appoint a non-voting representative to the Committee of the Whole to ensure that the interests of students with special education needs are considered in Board deliberations;
- to review procedures and make recommendations;
- to organize and prepare meeting agendas prior to monthly SEAC meetings with a focus on current issues and requests for information;
- to respond to reviews of special education programs and services;
- to guide parent(s)/guardian(s) in policies and procedures relating to students with special needs and inform them of their rights and responsibilities, as requested;
- to encourage the public to bring special education issues to the attention of SEAC by requesting to delegate at monthly meetings (where appropriate); and
- to create and maintain a guide of SEAC members and contact information.

SEAC Meetings

- occur on the second Wednesday of each month (except July and August) at 7:00 p.m., remotely through the Zoom platform;
- all members of the public are welcome and encouraged to observe;
- members of the public are encouraged to make their views known to SEAC by contacting representatives directly or by appearing as a delegation;
- a delegation will be allocated time as follows:

- up to four minutes where the request was made before the publication of the agenda on the Thursday before the meeting date. ;
- up to two minutes if the request was made after the publication of the agenda and prior to the start of the meeting;

Composition of SEAC

- consists of a chair, vice-chair, three trustees, representatives of local associations, and three community members committed to furthering the interests of students with special education needs;

For more information on the role of SEAC and the nomination process, see *Special Education Advisory Committee Policy P. O19.GOV*. This can be located on our website at www.ocdsb.ca. A hard copy is available upon request. Please contact Board Services at (613) 596-8211, ext. 8641 .

SPECIAL EDUCATION ADVISORY COMMITTEE (OCDSB) MEMBERS 2020-2021

OCDSB TRUSTEE MEMBERS

Christine Boothby, Trustee, Zone 2	christine.boothby@ocdsb.ca	613-809-4929
Rob Campbell, Trustee, Zone 5	rob.campbell@ocdsb.ca	613-808-8190
Chris Ellis, Trustee, Zone 6	chris.ellis@ocdsb.ca	613-818-7350

MEMBER ASSOCIATION REPRESENTATIVES

Association for Bright Children of Ontario (ABC)

Cathy Miedema (Member) cathymiedema@gmail.com

Autism Ontario, Ottawa Chapter

Katie Ralph (Member) kralp059@uottawa.ca

Katherine Kacew (Alternate) kat.kacew@gmail.com

Down Syndrome Association

Mark Wylie (Member) mwylie@sympatico.ca

Learning Disabilities Association of Ottawa-Carleton (LDAO)

Dr. Maggie Mamen (Member) mmamen@rogers.com

Marianne Long (Alternate) execdirector@ldaottawa.com

Ontario Association for Families of Children with Communication Disorders Ottawa-Carleton Chapter (OAFCCD)

Ian Morris (Member) ian.morris6655@gmail.com

Sean Popal (Alternate) sean.popal@gmail.com

Ottawa-Carleton Assembly of School Councils (OCASC)

Safina Dewshi (Member) safina.dewshi@gmail.com

Michelle Berry (Alternate) michelle.berry@hotmail.ca

VOICE for deaf and hard of hearing children

Jim Harris (Member) jimharris678@gmail.com

Terry Warner (Alternate) terry.warner@sympatico.ca

VIEWS for the Visually Impaired

Lisa Paterick (Member) shafifamily1@hotmail.com

Johnna MacCormick (Alternate Member) tedandjohnna@me.com

Easter Seals Ontario

Nicole Ullmark (Member) nicole.ullmark@gmail.com

OTTAWA-CARLETON
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COMMUNITY REPRESENTATIVES

Susan Cowin	sue.cowin@gmail.com
Sonia Campbell-Nadon	snadon28@hotmail.com
Amy Wellings	wellingsamy@gmail.com

ASSOCIATION REPRESENTATIVES (NON-VOTING)

Ottawa-Carleton Elementary Teachers' Federation (OCETF)

Susan Gardner (Member)	susan.gardner@ocdsb.ca
Jennifer Titley (Alternate)	Jennifer.Titley@ocetfo.org

Professional Student Services Personnel

Connie Allen (Member)	connie.allen@ocdsb.ca

Ontario Secondary School Teachers' Federation (OSSTF)

Jean Trant (Member), SSP	jean.trant@ocdsb.ca
Catherine Houlden (Member), Teachers	catherine.houlden@ocdsb.ca
Andrew Winchester (Alternate), Teachers	andrew.winchester@ocdsb.ca
Kelly Granum (Alternate), Occasional Teachers	kelly.granum@ocdsb.ca

Ottawa-Carleton Elementary Operations Committee (OCEOC)

Nancy Dlouhy (Member)	nancy.dlouhy@ocdsb.ca

Ottawa-Carleton Secondary School Administrators' Network (OCSSAN)

Kimberly Elmer (Member)	kimberly.elmer@ocdsb.ca

Staff Normally in Attendance at SEAC Meetings:

Peter Symmonds Superintendent, Learning Support Services	613-596-8254	peter.symmonds@ocdsb.ca
Amy Hannah System Principal, Learning Support Services	613-596-8111	amy.hannah@ocdsb.ca
Christine Kessler System Principal, Learning Support Services	613-596-8111	christine.kessler@ocdsb.ca
Stacey Kay Manager of Learning Support Services	613-596-8136	stacey.kay@ocdsb.ca
Dr. Petra Duschner Manager, Mental Health and Critical Services	613-596-8136	petra.duschner@ocdsb.ca

OTTAWA-CARLETON
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Part 4- Coordination of Services With Other Ministries or Agencies

Purpose of the Standard

To provide the Ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

The OCDSB liaises and plans carefully for student transitions. When a student with special education needs enters a school or transfers to an OCDSB school from another board of education, the school principal will:

- facilitate the collection of pertinent documentation;
- ensure the successful admission or transfer of students from one program to another, in accordance with appropriate and available resources.
- work collaboratively with the parent(s)/guardian(s) and, as appropriate, community partners on a transition plan based on the individual needs of the student.

It is the practice of the OCDSB to accept assessments accompanying students from other jurisdictions and apply them to the OCDSB criteria when a student is being considered for a special education program or service. In order to use these documents and share them with the required individuals, a written consent is required from the parent/guardian. The assessments shared must be current and conducted by a qualified professional (according to the standards set by each profession). If additional assessments are needed to make an informed decision, in relation to the student's special education needs, they may be conducted by Board personnel.
Advanced special education planning is done for students with special needs who are arriving from or leaving for other programs. Here are some links to the different transition resources that we have created to support students, families, and schools:

Special Needs Students in Transition: A Practical Guide for Schools and Parents

The current OCDSB student information database, Trillium, tracks all student information including special education programs and placements. The school location of OCDSB students in other facilities (i.e., Provincial and Demonstration schools) is also recorded in Trillium.

Programs and Services	Description
Preschool nursery program	• Liaison is made with preschool, nursery, and clinical programs in order to facilitate the student's entry into the school environment; • Consultation with parent(s)/guardian(s) is an integral part of the process; • Completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s).
Preschool programs for students who are Deaf	• Liaison is made with preschool, nursery, and clinical programs, usually coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO's audiology and the AVT program, in order to facilitate the student's entry into the school environment; • consultation with parent(s)/guardian(s) is an integral part of the process; • completion of the kindergarten intake procedures in consultation with parent(s)/guardian(s); • for primary students who communicate using American Sign Language (ASL), the school principal may submit an application for the Specialized Deaf/Hard of Hearing program class, if appropriate.
Preschool speech and language program	**Preschool Speech/Language Initiative (First Words)** • Coordinated by Pinecrest-Queensway Community Health Centre in partnership with CHEO (including Children Treatment Centre services) and the City of Ottawa and funded by the Ontario Ministry of Children, Community and Social Services; • A province-wide initiative designed to ensure that every preschool child has access to speech and language services focuses on prevention, early identification, and intervention strategies to promote speech and language development in children until September when they are eligible for Year 2 (senior kindergarten). Medically fragile children who can attend school, can be serviced until they are eligible for grade 1; • First Words and the OCDSB collaborated on a transition policy that results in a smooth and timely transfer, and informs

Programs and Services	Description
Preschool speech and language program *(continued)*	parent(s)/ guardian(s) of next steps in the transition from preschool speech and language services to school based speech and language services. First Words and the OCDSB meet formally 1-2 times per year as part of the Transition to School sub-committee; • The transition policy enables speech-language pathologists to discuss the continuing speech and language needs of students for educational planning.
Family Reception Centre (FRC)	• Schools may refer students to the Family Reception Centre (FRC) for assistance to determine a student's current stage of English-language acquisition; • the FRC assists in developing a learner profile and providing program recommendations for English as a Second Language (ESL) and English Literacy Development (ELD) students; • Learning Support Services ESL/ELD liaison consults with the FRC on an as-needed basis regarding ESL/ELD students with special education needs.
Ministry of Health	**Home and Community Care Support Services Champlain** • Provides professional health services such as nursing and nutrition to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings); • In collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by Home and Community Care Support Services Champlain.

Programs and Services	Description
CHEO	**CHEO School** • Short-term early intervention educational and therapy program for kindergarten students with complex physical needs; • CHEO school staff and the therapy team assist with transitioning students to community schools when students have reached and maximized their potential at CHEO School; • Through a consultative model of service, liaison teachers work with school staff to transition children and youth with physical disabilities to schools. **Development and Rehabilitation** • Delivers and coordinates family-centered rehabilitative care which focuses on optimizing independence of children and youth up (to 18 years of age) with physical and/or developmental disabilities; • provide assessment, treatment, consultation, and education from a variety of specialists including orthopedic surgeons, developmental pediatricians, psychiatrist, and rehabilitation therapists (physiotherapy, occupational therapy, speech-language pathology, psychology, social work); • share relevant information with OCDSB staff. **School-based Rehabilitation Services** Provides professional health services such as occupational therapy, physiotherapy,and/or speech therapy to students attending school who require such services (see Standard 7 — Specialized Health Support Services in School Settings) • in collaboration with parent(s)/guardian(s) and consultation with the OCDSB professional staff, schools apply for these services, through the principal, using a School Services Application Form provided by CHEO **Coordinated Service Planning** • Supports children and youth with multiple and/or complex special needs who require services from multiple agencies (e.g., medical, educational, developmental, social services) • CSP is a process to support families that are struggling to navigate and coordinate multiple services to ensure the best

Programs and Services	Description
CHEO *(continued)*	plan of care for their child/youth • referrals can be initiated by the family, school team, medical team or other community agency with parent/guardian consent
Ministry of Children, Community and Social Services	**Education and Community Partnership Program** These programs provide treatment services and education for students whose needs are such that they are unable to attend their community school. Programs available through Coordinated Referral to Education and Community Partnership classes are: • Children's Hospital of Eastern Ontario - Steps to Success (K to 8) • Crossroads Children's Centre • Roberts/Smart Centre • The Ottawa Royal Hospital • Children's Hospital of Eastern Ontario, Psychiatry • Back-On-Track When students are returning from any of these treatment programs, a discharge meeting is scheduled with the school team to provide an overview of all data / information gathered to best support a successful transition for the student back to their home school. For some of the programs, there are staff dedicated to support the transition. **The Coordinated Referral Committee is the centralized access point for all school referrals** • Committee members include representatives from all treatment programs in the Ottawa-Carleton region and a special education contact from each local board of education; • admission to the program is determined by the clinical partners based on information provided and based on its own assessment; • the clinical partners are responsible for contacting schools and sharing the recommendation

Programs and Services	Description
Ministry of Children, Community and Social Services *(continued)*	parent(s)/guardian(s) and deciding the date of admission and demission; • transition to schools or residential moves is the responsibility of the sending community school to attend treatment plan meetings and pass information to the receiving community school; the principal or designate is the key contact while the student attends day treatment programs, the next phase of treatment is reintegration into the community school or other program discussed during a treatment plan meeting once the student is re-registered and attending an OCDSB school, an IPRC may be convened by the school principal, if appropriate.
	Post 21 Programs for Students with Developmental Disabilities • School personnel will encourage families to apply to Developmental Services Ontario Eastern Region (DSOER) when the student is 16 years of age. Their mandate is to help families access programs and services for adults with developmental disabilities and/or autism; • After completion of the DSOER application process, a case manager is assigned to work with the student, parent(s)/guardian(s), and school personnel to collect information in order to match the needs of the student with appropriate adult community programs and/or supports.



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Special Education Report 2021



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In accordance with Regulation 306, school boards must submit a special education report on the delivery of special education programs and services to the Ministry of Education every two years on the odd year. The purpose of the report is to provide the Ministry of Education with a summary of the provision by the school board of special education programs and special education services.

The Ottawa-Carleton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The OCDSB is also committed to early identification and intervention to address learning needs. It is through this early identification and intervention process that learners remain confident about their abilities and are engaged in their learning journey.



The OCDSB's approach to special education and its special education delivery model are aligned with the Board's Mission Statement and Strategic Plan. Our mission, *Educating For Success: inspiring learning, developing well-being and building social responsibility* forms the foundation of our work. Many components of our current Strategic Plan 2019-2023 connect and support the delivery of our special education programs and services. Please refer to the following graphic for detailed information about the OCDSB Strategic Plan 2019-2023.

Embedded in the OCDSB Strategic Plan 2019-2023 are the OCDSB Exit Outcomes. The OCDSB Exit Outcomes provide a framework of what all OCDSB staff want for all students graduating or leaving the OCDSB. The OCDSB Exit Outcomes are divided into two categories, characteristics and skills for students.

The OCDSB has a strong commitment to human rights, equity and inclusion. While many steps have been taken to identify and address the systemic and structural barriers that prevent everyone from participating, excelling and feeling valued in the OCDSB community, there remains much more to learn and to do. To serve every student, the OCDSB is committed to being intentional about acknowledging diverse ways of knowing, different



styles of learning and valuing, culturally relevant and responsive pedagogy, respecting and leveraging the strength of each student's individual and intersecting identities. To serve every student, the OCDSB is committed to work collaboratively with students, parents, educators and community partners to support each student to discover or enhance the positive contributions they can make in their school, their community, their country and the world. These goals our outlined in the OCDSB Indigenous, Equity, and Human Rights Roadmap - Eliminating Barriers to Success 2020-2023

The OCDSB Special Education Service Delivery Model



The Service Delivery Model of the Ottawa-Carleton District School Board is based on a continuum of programs and services with placement options ranging from regular class with special education resource support to specialized program class placements and special education schools. Our goal is to strive to help every student reach their full potential, while fostering the highest level of independence possible for each student. In the OCDSB, we work with parents / guardians and district staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a specialized program class. We value collaboration and consultation with parents/guardians and community partners to best understand the strengths and needs of each learner.

The OCDSB places a strong emphasis on the inclusion of our students with special education needs. Our ongoing commitment is to provide the structures and supports for each student to foster their growth and development. The goal of our programs is to endeavour to provide opportunities for integration and independence as defined for each student based on their areas of strength and need. The District expression of these supports is in the Special Education Programs and Services Policy, which outlines how the variety of learning supports are delivered from K to 12.

The majority of students with special education needs are placed in a regular classroom. For most students, a classroom teacher, with the support of the school's learning support teacher (LST), or learning resource teacher, (LRT) and/or central district staff, is able to provide individualized programming that allows the student to meet required expectations with success. The regular classroom is always an option that parents or guardians may consider, regardless of the student's needs. A regular classroom allows the student to be

surrounded by peers, while receiving personalized programming that is outlined in the student's Individual Education Plan (IEP). The regular class is considered the most inclusive of placements in the OCDSB.

During the 2020-2021 school year, all districts in the province of Ontario have been required to offer both in-person learning and virtual learning options. The overview of related information can be found in *Policy/Program Memorandum No. 164* . Beginning in September 2020, OCDSB special education learners in the regular classroom were offered either in-person learning, or the option of attending one of the Ottawa-Carleton Virtual (OCV) campuses. Individualized support was provided to special needs students in their respective setting and based on their Individualized Education Plan. Students in a specialized program class were offered the option of attending in-person or remotely in a blended model. The classroom team for each specialized program class worked collaboratively with parents / guardians via a variety of platforms to support each individual student's needs.

The OCDSB special education service delivery model is rooted in the tiered approach to intervention, as outlined in the Ministry of Education document; *Learning for All* : A Guide to Effective Assessment and Instruction for All Students, *K-12* (2013). An overview of the tiered approach to intervention is summarized in the following chart:

OCDSB Special Education Programs

Special Education Placements established by the Ministry of Education

Regular class with indirect support
The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

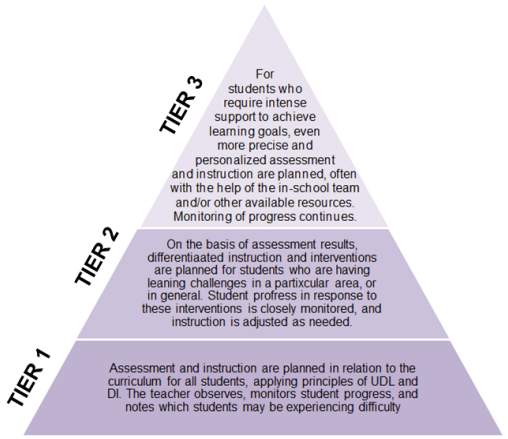
Regular class with resource assistance
The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

Regular class with withdrawal assistance
The student is placed in the regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.

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Special education class with partial integration
The student is placed by the IPRC in a special education class where the student–teacher ratio conforms to *Ontario Regulation 298, section 31*, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.

Special education class full time
A student is placed by the IPRC in a special education class, where the student–teacher ratio conforms to *Ontario Regulation 298, section 31,* for the entire school day.



It should be noted that the first three program options listed above are supports provided in the regular classroom setting. In the OCDSB, these three special education programs involve either monitoring, withdrawal support, or specialized support from either a learning support teacher (LST), learning resource teacher (LRT) (in elementary settings only), or specialized indirect or direct support from itinerant teachers, such as:

- Itinerant Teacher of the Blind/Low Vision (ITB/LV)
- Itinerant Teacher of the Deaf/Hard of Hearing (ITD/HH)

A special education class, with either partial integration or full time designation, is referred to as specialized program classes in the OCDSB.

The specialized program classes include:
Autism Spectrum Disorder Secondary Credit Program (ASDSCP)
Autism Spectrum Disorder Program (ASDP)
Behaviour Intervention Program (BIP)
Blind/Low Vision (B/LV)
Deaf/Hard-of-Hearing Program (D/HH)
Developmental Disabilities Program (DDP)
Dual Support Program (DSP)
General Learning Program (GLP) / Storefront
Gifted Specialized Program (Elem/Sec) *
Language Learning Disability Program (LLD)
Learning Disability Programs (LDSIP / LDP)
Physical Support Program (PSP)
Primary Special Needs (PSN)

*Note: At the secondary level, students with giftedness wishing to attend congregated specialized gifted courses may apply directly to the designated secondary school that offers gifted as determined by their place of residence.

The OCDSB works collaboratively with provincial specialized programs that are available to qualifying students. In Ontario, the following provincial program options are possible:

- Education and Community Partnership Program
- Provincial or Demonstration Schools
- Hospital or Treatment Centres

When students from OCDSB schools are referred or opt to attend one of the provincial programs, school staff and when appropriate district staff work to develop appropriate transition plans and supports.

OCDSB Special Education Services

The OCDSB has a wide variety of special education services. Services and supports are offered at all levels of the organization. Outlined below are the variety of services available to students, staff, parents / guardians at the school-level, district-level, and provincial level:

Special Education Services / Supports - School level

- School Principal or Vice-Principal (if applicable)
- Parents / Guardians
- Learning Support Teacher (LST)
- Learning Resource Teacher (LRT) (elementary only)
- Classroom Teacher
- Educational Assistant (EA)
- Early Childhood Educator (ECE)

Special Education Services / Supports - District level

- Learning Support Consultant (LSC)
- Psychologist/Psychological Associate
- Social Worker
- Speech Language Pathologist
- System Principals
- Manager of Learning Support Services
- Manager of Mental Health and Critical Services
- Discipline Supervisors (Psychology, Speech Language Pathologists, Social Workers)
- Itinerant Teacher of Blind/Low Vision and Itinerant Teacher of Deaf/Hard of Hearing
- SELT (Social / Emotional Learning Teacher)
- ITAT (Itinerant Teacher of Assistive Technology)
- Itinerant Emergency Educational Assistant
- Itinerant Educational Assistant
- Autism Spectrum Disorder Team

- BCBAs (Board Certified Behaviour Analysts)
- Behavior Support Team
- Early Learning Team

Special Education Services / Supports - Community / Provincial level

- Community agencies and therapy providers
- Education and Community Partnership Program (ECPP)
- Home and Community Care Support Service Champlain (HCCSSC)
- Children's Hospital of Eastern Ontario (CHEO)
- Demonstration and Provincial Schools

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